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ABSTRACT

Two predominant methodologies for calculating community college student transfer rates have emerged nationally. The Center for the Study of Community Colleges (CSCC) has developed a methodology for tracking an entering student cohort, while the National Effectiveness Transfer Consortium (NETC) tracks an exiting student cohort. A study was conducted by the Illinois Community College System (ICCS) to calculate and compare transfer rates for ICCS students using adaptations of both models. The entering cohort for the CSCC model was based on fall 1987 enrollees, while the exiting cohort for the NETC model was based on spring 1988 enrollees. To keep data sources comparable, transfer information for both entering and exiting transfer rates were limited exclusively to transfers to Illinois' 12 public four-year universities. Study findings included the following: (1) the overall transfer rate for the entering student cohort was 20.1%, while the overall rate for the fall exiting student cohort was 14.9%; (2) rates for the majority of individual colleges were also found to be higher with the CSCC model, while rates by program exhibited substantial variation regardless of the model used; (3) students who indicated an intent to transfer accounted for 52.8% of the entering cohort transfers and 55.4% of the exiting cohort transfers; and (4) students in the exiting cohort were slightly more ethnically/racially diverse than those in the entering cohort. A discussion of the strengths and concerns of both models, a review of considerations for choosing a transfer rate model, and a 39-item bibliography are included. (PAA)

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Calculating Transfer Rates: Examining Two National Models in Illinois



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Illinois Community College Board

CALCULATING TRANSFER RATES:
EXAMINING TWO NATIONAL MODELS IN ILLINOIS

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Illinois Community College Board

**CALCULATING TRANSFER RATES:
EXAMINING TWO NATIONAL MODELS IN ILLINOIS**

As a part of the Illinois Community College Board's cost-effectiveness and accountability initiatives, the Board has identified the tracking of community college student outcomes as a priority for the system. The ICCB adopted an *Inventory of State-Level Accountability Measures* in March 1993. The inventory consists of 35 student achievement, programmatic, and institutional measures. One item for analysis from the inventory under the student achievement section is the calculation of transfer rates.

Developing reasonable and appropriate methods of calculating transfer rates for community college students continues to generate lively discussion at the national, state, and local levels. Tracking student cohorts is an established procedure for examining student outcomes. The debate surrounds the composition of the cohorts, the point in time used to define the cohort -- a beginning group or exiting group -- and what is an acceptable length of time to allow students to actually transfer.

Two predominant methodologies for calculating transfer rates have emerged nationally. In the Center for the Study of Community Colleges at the University of California Los Angeles (UCLA) methodology, Cohen and his colleagues track an entering student cohort. The National Effectiveness Transfer Consortium (NETC) working closely with Berman Weiler (BW) Associates, an independent education policy firm, track an exiting student cohort. Both groups of researchers have been commended and questioned about their efforts to calculate meaningful transfer rates for community college students. The purpose of this report is to summarize results of a study where transfer rates have been calculated using adaptations of the two national transfer rate models for students enrolled in the Illinois public community college system. An overview of the two national models is presented before describing how they were operationalized in Illinois and then examining results of the current study.

**UCLA Center for the Study of Community Colleges/Cohen
Entering Cohort Methodology**

For four years, the ICCB has worked with the Center for the Study of Community Colleges at UCLA in research aimed at defining a standardized model for calculating transfer rates by providing data from the Illinois community colleges. Using the basic components of the UCLA model, the ICCB has explored other aspects of the transfer phenomena in order to determine whether refinements to the basic UCLA and other nationally proposed models will result in a more acceptable model for general use.

The basic UCLA model focuses on an entering cohort based on students with no prior college experience who enroll for the first time in a specified fall term and earn at least 12 semester college-level credit hours at the same college within four years. The transfer rate is calculated by determining the percentage of these students who transfer to a senior college or university

within a four-year period after starting at a community college. The premise behind the 12-hour criteria is to establish a reasonable distinction between students who are taking occasional courses and those who are pursuing a longer term education goal. The 12-hour minimum is the equivalent of four three credit hour classes. This has been described as a reasonable amount of contact with a specific college for the student to be considered affiliated with that institution. Transfers are identified by matching student identification (SSN) numbers from institutional computer records. The primary authors have written extensively about various aspects of community colleges, including the measurement and enhancement of the transfer function. Currently, all or most of the public community colleges in 14 states are using the UCLA model to calculate transfer rates. A few colleges in 15 other states are using the UCLA model as well.

While the UCLA model accepts use of secondary rates, there is a strong emphasis on the use of one basic primary rate which the researchers maintain is understandable and simple to calculate and obtain.

**National Effectiveness Transfer Consortium (NETC)/
Berman Weiler (BW) Associates
Exiting Student Cohort Methodology**

The current study represents the first attempt to adapt the National Effectiveness Transfer Consortium (NETC) model for widespread use in Illinois. However, components of the model, such as intent, have been used in Illinois' adaptation of the UCLA model for the past three years.

The NETC consists of community colleges from across the country with its largest contingent from California. The NETC method focuses on an exiting cohort -- students enrolled during the spring who do not re-enroll at the same institution in the following fall. NETC's initial study concentrated on students who earned a minimum of six credit hours at the beginning of their enrollment in spring 1988 who did not re-enroll in fall 1988. Students who had bachelors degrees or those concurrently enrolled at a university in spring 1988 were excluded from the NETC study. A student "leaver" questionnaire was used to collect the data for the original study with an average response rate of 45 percent for the 28 participating colleges. NETC tracked three spring term cohort groups.

In addition to calculating a basic transfer rate, NETC developed calculations for expected transfer rates and a transfer effectiveness measure. They also discussed the need for a vocational completion rate and used surveys to calculate a completion rate or goal attainment measure. Their work presents strategies for enhancing an institution's transfer rates.

Table 1 highlights the components of both models and helps clarify the differences in the approaches used by the national research teams.

Table 1

**COMPARISON OF TRANSFER RATE DEFINITIONS FROM THE
UCLA/COHEN AND NATIONAL EFFECTIVE TRANSFER CONSORTIUM (NETC)/
BW ASSOCIATES MODELS**

Characteristics	UCLA/Cohen Model	NETC/BW Associates Model
Cohort	Based on "entering students"	Based on "exiting students"
	Fall students with no previous higher education experience and	"Leavers" or students not re-enrolling in a given semester and
	who complete a minimum of 12 college level credits within four years of entering college.	who complete a minimum of six credits. Excludes students who are enrolled concurrently in a four-year college and/or possess a bachelors or higher earned degree.
Time frame	Transfer within four years of initial community college enrollment.	Transfer immediately after exiting the community college.
Data Collection Process	Community colleges collect data directly from cooperating four-year colleges or data are collected at the state level from administrative data bases.	Either a follow-up survey of "leavers" is conducted and/or cooperating four-year colleges are contacted directly.

Current Study

Source of Data. To keep the data sources comparable, transfer information for both entering and exiting transfer rates were limited exclusively to Illinois public four-year universities. This is an important limitation of the study. Data for both transfer rate calculations were tracked using Illinois' Shared Enrollment and Graduation Files. The Shared Enrollment and Graduation Files contain unit/individual records for students enrolled in public higher education between fiscal years 1983 and 1992. Supplemental data were garnered by matching individual student social security numbers with existing Fall Enrollment (E1) and Annual Enrollment and Completion (A1) records. Additional data for private in-state colleges and universities and one out-of-state public university were available for the entering cohort portion of the study, but not

for the exiting cohort analysis. Hence, to maintain parallel data, all transfer rate calculations were limited to information from the 12 public in-state universities. Inherent differences exist in the models; yet, fiscal year 1988 data from the Shared Enrollment and Graduation files form the basis of both analyses. Transfer rates calculated using either approach would increase if data from private higher education institutions -- both in-state and out-of-state -- and public out-of-state colleges and universities were available. Previous studies conducted by the ICCB indicate that incorporation of private in-state colleges and universities increase the rate by approximately 3 to 4 percentage points. (ICCB, 1992)

Operationalizing the Basic Models. Table 2 on the following page illustrates how components of the study were operationalized for the Illinois study. The entering cohort analysis closely follows the UCLA/Cohen model. "Four college-credit courses" has been operationalized into 12 college-level credit hours. Although the standard UCLA model includes all students enrolled in the fall term, this study is limited to students enrolled in baccalaureate/transfer, occupational, or general associate programs. Differences between the Illinois exiting cohort analysis and the NETC/BW Associates model used in their initial study are more pronounced:

- 1) minimum credit hours earned have been raised from 6 to 12,
- 2) cohort includes only students enrolled in baccalaureate/transfer, occupational, and general associate programs, and
- 3) transfer rates for a four-year period are presented in addition to the model's proposed immediate transfer rate.

Additional enhancements were made to both models by calculating secondary rates based on the students' programs of study and intent.

All 39 of the Illinois community college districts enrolling students in fiscal year 1988 were included in both portions of the study. The entering cohort is based on fall 1987 and the exiting cohort is based on spring 1988.

Overall Results

While the entering and exiting cohort studies generally produced similar results, rates for the entering student cohort tend to be higher and the number of students fewer. Both the transfer rates and the number of students included in each calculation are provided. The number of students in a given rate provides an idea of the inclusiveness of the rate.

What Was the Difference in Entering and Exiting Student Cohort's Overall Transfer Rates? The overall transfer rate for the entering student cohort was 20.1 percent, while the overall transfer rate for the fall exiting student cohort was 14.9 percent.

Illinois Community College Board

Table 2

**OPERATIONALIZING THE UCLA/COHEN AND
NATIONAL EFFECTIVE TRANSFER CONSORTIUM (NETC)/BW ASSOCIATES MODELS
FOR THE ILLINOIS COMMUNITY COLLEGE BOARD TRANSFER RATE STUDY**

Characteristics	UCLA/Cohen Model	NETC/BW Associates Model
Cohort	Based on "entering" students.	Based on "existing" students.
	Fall 1987 "entering" students with no previous higher education experience	Spring 1988 "leaver" or students not re-enrolling at the same community college in fall 1988
	who complete a minimum of 12 college-level credits within four years of entering college and	who complete a minimum of 12 college-level credits and
	who are enrolled in baccalaureate/transfer, occupational, or general associate programs.	who are enrolled in baccalaureate/transfer, occupational, or general associate programs.
Time frame	Transfer within four years of initial community college enrollment. FY 1987 through FY 1991.	Rates for immediate transfers in fall 1988 and a total rate for transfers between fall 1988 and spring 1992 are included.
Cooperating four-year colleges	Public in-state only.	Public in-state only.
Data collection process	Records selected from the ICCB's Fall Enrollment (E1) records based on enrollment status of first-time student. Social security numbers matched against the Shared Enrollment and Graduation Files.	Records selected from the Shared Enrollment and Graduation Files-enrolled in spring 1988. Social security numbers matched against the FY 1988 Annual Enrollment and Completion (A1) data for intent, enrollment objective, earned hours, etc.
Question being asked	What percentage of fall 1987 baccalaureate/transfer, occupational, and general associate community college students with no prior higher education who completed at least 12 college-level credit hours in four years entered a cooperating four-year college or university by fall 1991?	What percentage of spring 1988 baccalaureate/transfer, occupational, and general associate community college leavers not concurrently enrolled at a four-year college or university, without a B.A. or higher degree who completed at least 12 college-level credit hours entered a cooperating four-year college or university immediately in fall 1988 and by spring 1992?

As seen in Table 3, of the 61,344 entering students taking college-level courses, 39,641 (64.6 percent) earned at least 12 college-level credit hours within four years at the community college where they began their postsecondary education. Of those, 7,961 or 20.1 percent actually transferred to an in-state public university.

Of the 119,457 exiting students enrolled in college-level programs, 54,188 (45.4 percent) earned at least 12 hours at the community college they exited. Of those, 8,074 or 14.9 percent transferred immediately in the fall and 17.4 percent after four years. Approximately 86 percent of the exiting students who transferred over the four-year period did so immediately.

Table 3

NUMBER OF STUDENTS IN COLLEGE-LEVEL PROGRAMS AND
TRANSFER RATES TO PUBLIC IN-STATE UNIVERSITIES FOR
ENTERING AND EXITING COHORT GROUPS

Cohort Group	Total Entering or Exiting	Those Earning 12 or More College Credits	Those Actually Transferring
Entering Cohort	61,344	39,641 64.6%	7,961 20.1%
Exiting Cohort Fall Transfers	119,457	54,188 45.4%	8,074 14.9%
Long-Term Transfers			9,437 17.4%

What Public In-State Four-Year Institutions Did Community College Students Transfer to Most Frequently? Minor differences existed between the two groups in the Illinois public four-year universities where students transferred. Universities accounting for 10 percent (rounded) or more of the transfers are included in the following tables. For the entering cohort, the five universities that were most popular among transfer students accounted for almost three-quarters of the transfers.

For the exiting cohort, the five institutions that community college students transferred to most often accounted for two-thirds of the transfers. Long-term exiting cohort results were similar.

Positional shifts are apparent in the two tables. The percentage of students transferring to Illinois State University showed the greatest variability between the two cohorts (17.9 percent entering versus 11.3 percent exiting). Northern Illinois University and Southern Illinois University at Carbondale attracted similar percentages of students from both cohorts. Eastern Illinois University attracted the fourth largest number of transfers from the entering cohort and

dropped to sixth for the exiting cohort. With the fall exiting cohort, the University of Illinois at Urbana had the fifth largest number of transfers and seventh among students in the entering cohort.

Table 4

FOUR-YEAR INSTITUTIONS RECEIVING THE ENTERING COHORT GROUP

Receiving Institutions	Percent of Entering Cohort Transfers
Illinois State University	17.9
Southern Illinois University-Carbondale	16.2
Northern Illinois University	16.1
Eastern Illinois University	10.2
University of Illinois-Chicago	9.5

Table 5

FOUR-YEAR INSTITUTIONS RECEIVING FALL EXITING COHORT GROUP

Receiving Institutions	Percent of Fall Exiting Cohort Transfers
Northern Illinois University	17.7
Southern Illinois University-Carbondale	15.3
University of Illinois-Chicago	11.6
Illinois State University	11.3
University of Illinois-Urbana	9.6

Was There a Difference in Individual College Transfer Rates Depending on Model Used?
 For the majority of the individual community colleges in Illinois, transfer rates were higher using the UCLA entering cohort calculation. Even though the difference in the overall rates for the state was approximately 5 percentage points, differences for the individual colleges with higher entering rates ranged from .2 percentage points to over 10 points. Most of the rate differentials, however, were similar to the overall rate difference. Transfer rates were higher using the NETC exiting model for six colleges. These differences ranged from approximately 2 percentage points to over 20 points. Most of these colleges have substantial numbers of reverse transfer students (those who transfer from senior institutions to community colleges). Reverse transfers are included in the exiting cohort if they are not enrolled concurrently in the senior institution. They are not included in the entering group.

Transfer Rates By Program

The college-level programs included in the study have diverse aims. Since community college programs are designed to achieve different outcomes, one would anticipate variation by program type. Baccalaureate/transfer programs are structured to facilitate transfer. They offer instruction, which parallels the first two years of a bachelors degree. General associate programs are built around individualized educational plans determined by a student and an advisor. Though they often include transfer coursework, they generally are not designed to form a cohesive program that leads to transfer. Occupational programs are constructed to provide students with skills that lead directly to employment. The transferability of occupational coursework varies considerably as does the range of programs offered under this category. The findings of the entering and exiting cohort analyses by program are consistent with the design of each program area.

What Program Area Contributed the Largest Number of Transfers? In both models, the largest proportion of transferring students had been enrolled in baccalaureate/transfer programs. Nearly four out of five students in both cohort groups who actually transferred were enrolled in baccalaureate/transfer programs.

Distribution of transfers by the three collegiate-level program areas for the entering cohort was as follows: baccalaureate/transfer - 78.1 percent (6,220 of 7,961), occupational - 19.3, and general associate - 2.5.

The distribution of exiting students who transferred immediately was as follows: baccalaureate/transfer - 81.1 percent (6,552 of 8,074), occupational - 17.4, and general associate - 1.4. Among exiting students who transferred over the four-year period, the distribution was as follows: baccalaureate/transfer - 78.5 percent (7,404 of 9,437), occupational - 19.9, and general associate - 1.6. Proportionately, small gains were discernable among occupational and general associate students as the length of time students were tracked increased.

Results by program suggested that the exiting students in the transfer oriented programs were more likely to transfer immediately than students in other types of college-level programs. As reported earlier, 85.6 percent of the exiting students transferring to an Illinois four-year public university over the four-year timespan transferred immediately in the fall. The percentages of immediate transfers by program are 88.5 - baccalaureate/transfer, 75.0 - general associate, and 74.8 - occupational.

Did Transfer Rates Vary By Program? Although neither national model incorporates the calculation of transfer rates by program area, the Illinois analysis enhanced both models by examining differences in transfer rates depending upon the students' programs of study at the community college.

Transfer rates by program area exhibited substantial variation regardless of the model used for calculating the rates. Rates for the entering model by program ranged from a high of 27.2 percent among baccalaureate/transfer program students to a low of 9.9 percent for the entering cohort of occupational students. Hence, the rate for baccalaureate/transfer students was nearly three times the transfer rate as occupational students. Likewise, for the exiting cohort model, rates ranged from 24.3 (27.4 long term) percent in baccalaureate/transfer programs to

a low of 5.4 (7.3 long term) percent among occupational students. Occupational program students had the second largest number of new students who accumulated at least 12 credit hours and the second largest number of students ($N = 1,538$) transferring.

As anticipated, students pursuing a curriculum specifically organized to promote transfer attained the highest transfer rate regardless of the model used in the calculation.

While clearly the smallest program, general associate degree students recorded the second highest transfer rate at 16.8 percent for the entering cohort and 8.8 percent (11.7 long term) for the exiting group. In both models, general associate degree programs had the smallest number of students who accumulated 12 credit hours and the smallest number of students transferring.

Compared to the entering cohort, long-term transfer rates recorded in two out of three programs were lower among students in the exiting cohort and about the same in the third. Long-term exiting cohort rates were lower than entering transfer rates in general associate and occupational programs and comparable for students in baccalaureate/transfer curricula.

What Occupational Programs Contributed the Most Transfers for Occupational Students? Occupational programs accounting for the largest number of occupational student transfers are included in the following tables. Occupational program categories are based on two-digit Classification of Instructional Program (CIP) codes. Tables 6 and 7 include all occupational programs (two-digit CIP) contributing over one hundred transfers.

Table 6

OCCUPATIONAL PROGRAMS PRODUCING THE LARGEST NUMBER
OF ENTERING COHORT TRANSFERS

Programs	Percent	Number	Transfer Rate
Management	25.6	393	9.5
Office Occupations	12.9	199	14.7
Protective Services	11.8	182	15.6
Precision Production	7.4	114	10.3
Home & Institutional Services	7.0	107	8.8
Engineering Related Technologies	6.9	106	8.8

The six occupational programs listed in Table 6 accounted for 71.6 percent of all occupational students who transferred from the entering cohort.

Among the fall exiting cohort, the four programs listed in Table 7 had 100 or more transfers.

Table 7

**OCCUPATIONAL PROGRAMS PRODUCING THE LARGEST NUMBER
OF FALL EXITING COHORT TRANSFERS**

Programs	Percent	Number	Transfer Rate
Office Occupations	28.5	401	5.6
Management	13.5	190	10.4
Protective Services	12.2	172	10.7
Engineering-Related Technologies	7.8	110	4.2

The four occupational programs in the table accounted for 62.0 percent of fall exiting cohort occupational transfers. The two occupational programs that made the list for the entering cohort, but not the fall exiting group, performed as follows: Precision Production (N = 69, transfer rate = 5.2) and Home and Institutional Services (N = 80, transfer rate = 4.4).

Long-term exiting cohort results included two additional programs from the health area, which contributed over 100 transfers each: Allied Health (N = 114, transfer rate = 4.2) and Associate Degree Nursing (N = 103, transfer rate = 5.6).

As anticipated, the business areas contributed the largest numbers of occupational transfers for both cohorts. Yet, since these programs also are among the largest occupational programs their transfer rates were low.

Exiting cohort results show that only one-quarter of the occupational students who actually transferred indicated an intent to transfer. Just over one-half of the actual transfers indicated that their intent was to prepare for a career.

Distribution of Transfer by Student Intent

Examining transfer rates based on self-reported student intent also shows variation in results. Community college students are asked to indicate their overall reason or goal for attending college. The same eight categories are used for students across the state:

- to prepare for a new or first occupational career;
- to improve present occupational skills;
- to explore courses to decide on a career;
- to prepare for transfer to a four-year college or university;
- to remedy basic skill deficiencies;
- to pursue noncareer, personal interests;
- to prepare for high school diploma equivalency test; or
- other/unknown.

It should be noted that intent data may reflect different points in a student's academic career in the different transfer rate calculations. The intent information for the entering cohort reflects what was collected at entrance. The intent information for the exiting cohort reflects information that was collected during their exiting semester. Some colleges in the system put forth a greater effort than others to have students periodically update their intent data. The data indicate that the additional time contributes to diminished occurrence of unknown responses from students. Nineteen percent of the entering cohort had an unknown intent compared to 9.6 percent for the exiting cohort.

What Intent Categories Accounted for the Largest Number of Transfers? Students indicating "Prepare for Transfer" as their intent accounted for over one-half (52.8 percent for entering and 55.4 [52.1 long term] for exiting cohorts) of the actual transfers. Collectively, three intent categories accounted for 93.0 percent of the entering and 92.0 percent of the exiting cohorts who actually transferred -- "Transfer," "Prepare for a New or First Career," and "Unknown." The second highest number of students who actually transferred reported an intent to "Prepare for a New or First Occupational Career." Upon initial community college enrollment, not all students have decided on their goals/intentions. This position is supported by the fact that nearly one-quarter of the entering students earning at least 12 hours did not report their intentions when they entered college. Students whose intent was "Unknown" had the third highest number of transfers and accounted for 19.3 percent of the entering cohort and 8.6 percent (9.6 long term) of the exiting cohorts who transferred. There is some evidence that the listed order of the intent choices on registration forms created a response bias. Listing "Preparation for a New or First Occupational Career" first appears to have influenced student choices and contributed to a relatively high rate from this category. Recent changes to wording and listing of intent choices in the ICCB MIS system should diminish this measurement error. Distribution of transfers by their intentions is shown in Figure 1.

What Intent Categories Produced the Highest Transfer Rates? Students whose intent was to "Prepare for Transfer" constituted the highest transfer rate at 31.7 percent for entering and 31.1 percent (34.2 long-term) for exiting and largest number of actual transfers (N = 4,204, 4,477, and 4,920, respectively). Students who marked "Transfer" had a transfer rate approximately twice as high as any other intent category. The second highest rate for both models (17.8 for entering and 14.4 [17.0 long term] for exiting) came from students indicating they were taking courses to "Decide on a Career". (See Table 8.)

It is at this point that rankings and rates begin to differ between the two models. The third highest transfer rate for entering students was for those who had not yet decided why they were attending with a transfer rate of 17.1 (N = 1,540). This unknown intent category ranked as the sixth highest rate of the eight possible selections for exiting students with a transfer rate of 8.0 percent (10.4 long term). The third highest rate for exiting students was for those who indicated they were attending for personal interest reasons (10.4 for immediate transfers and 12.2 for long-term transfers). The rate for entering students attending for personal reasons ranked fifth among the intent categories. However, the actual rate of 13.1 percent was still higher than that of the exiting students with this intent. The number of personal interest students transferring was relatively small regardless of the model (N = 221, 260, and 117, respectively).

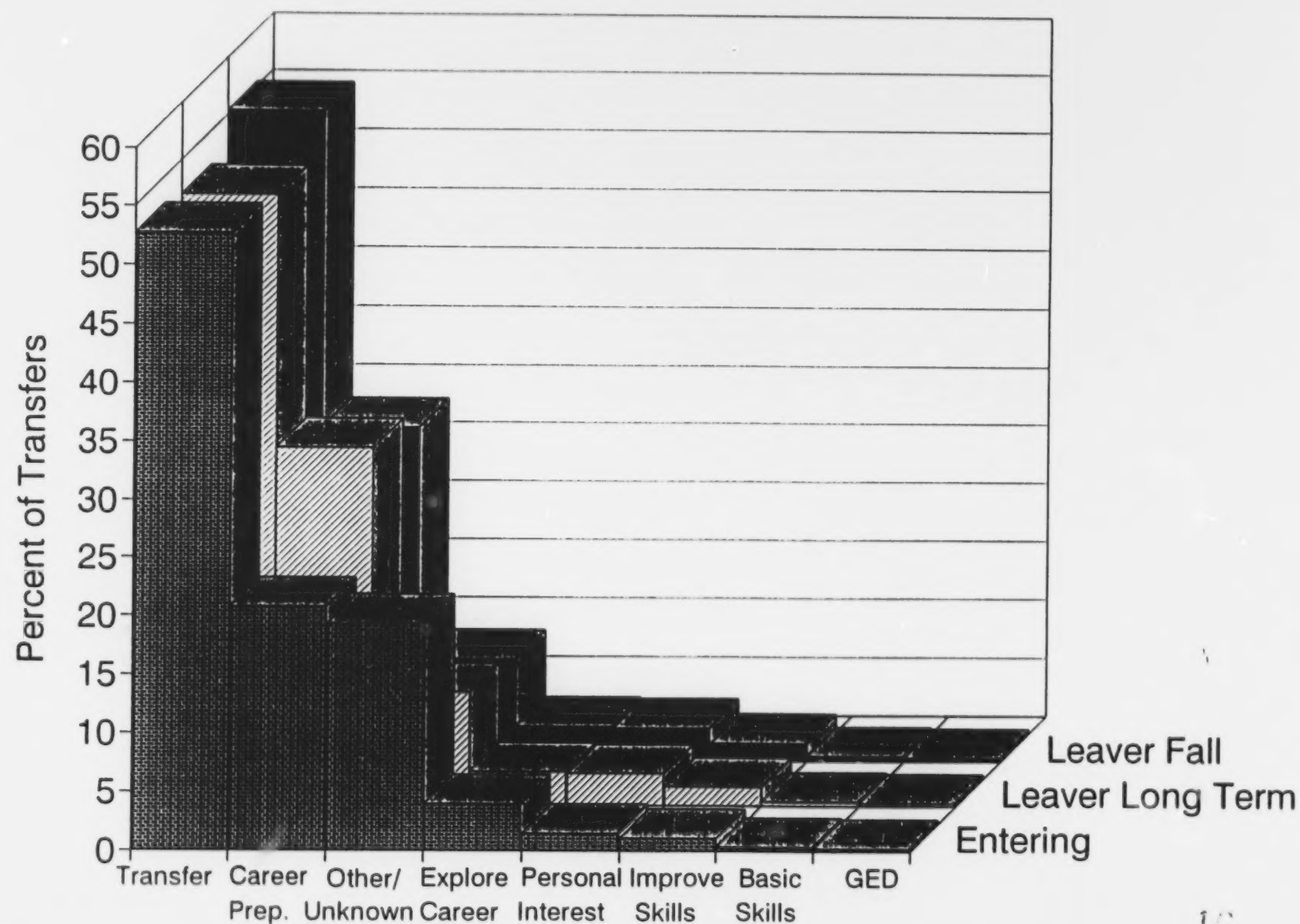


Fig. 1 Percent of Transfers by Intent for Entering and Exiting Students

Students intending to "Prepare for a New or First Occupational Career" registered a transfer rate of 12.6 percent for entering and 9.5 percent (11.9 long-term) for exiting but accounted in both models for a large number of students who actually transferred (N = 1,656, 2,299, and 2,888, respectively).

Table 8

TRANSFER RATE BY STUDENT INTENT FOR ENTERING AND EXITING COHORTS

Intent	Entering Cohort	Fall Exiting Cohort	Long-Term Exiting Cohort
Transfer	31.7	31.1	34.2
Basic Skills	12.3	10.0	10.7
Personal Interest	13.1	10.4	12.2
GED Preparation	14.1	6.5	7.9
Career Preparation	12.9	9.5	11.9
Skills Improvement	7.2	4.1	5.4
Career Exploration	17.8	14.4	17.0
Other/Unknown	17.1	8.0	10.4

**Transfer Rates for Students With an Intent to Transfer
Within Program Area**

Combining student intent and program data yielded the highest rates in the study in each program area. However, as the number of restrictions placed on the cohort increased, the number of students in the transfer rate predictably decreased.

What were the Rates for Baccalaureate/Transfer Students with an Intent to Transfer? Baccalaureate/transfer students who chose "Transfer" registered the second highest transfer rates for any combination reported in the study. Under both models, students with an intent to transfer accounted for nearly two-thirds of the baccalaureate/transfer students who actually transferred. Entering students who enrolled in the baccalaureate/transfer program and checked "Prepare for Transfer" registered a transfer rate of 32.7 percent (N = 3,829). Exiting baccalaureate/transfer students who marked "Prepare to Transfer" had a rate of 34.0 percent for immediate transfers (N = 4,071) and 37.1 percent for long-term transfers (N = 4,446).

What were the Rates for Occupational Students with an Intent to Transfer? Occupational students in the entering cohort preparing for transfer had a transfer rate of 22.8 percent. Within this group, intent to transfer accounted for over one-fifth (21.7 percent) of the those who transferred. The transfer rate for occupational students intending to "Transfer" was approximately twice the rate of the next highest intent category selected.

The immediate transfer rate for occupational students in the exiting cohort preparing for transfer was 16.2 percent with a long-term rate of 18.9 percent. One-quarter (25.86 percent) of the exiting occupational students who actually transferred indicated that they were intending to "Prepare for Transfer." The largest number of transfers indicated their intent was to "Prepare for a New or First Occupational Career." The long-term rate for those who intended to "Transfer" was over twice the rate for occupational students who chose any other intent category.

What were the Rates for General Associate Students with an Intent to Transfer? Entering general associate students, which chose "Prepare for Transfer," had a transfer rate of 46.2 percent. While general associate students reporting an intent to "Transfer" recorded the highest transfer rate for any combination in the study, the rate includes very few students (N = 42). General associate students with an intent to transfer accounted for one-fifth (20.7 percent) of those actually transferring. The largest number of students (N = 147) were students with an "Unknown" intent.

The transfer rate for general associate students in the exiting cohort "Prepare for Transfer" was 24.3 percent (27.7 long term, N = 49). One-third (36.8 percent) of the fall exiting general associate students who actually transferred indicated a desire to "Prepare to Transfer." Long-term results indicate that the largest number of general associate students (N = 61) were those intending "To Prepare for a Career."

Transfer Rates by Racial/Ethnic Group

Establishing a frame of reference is important when interpreting results among racial/ethnic groups. To put the results into perspective, it helps to understand the racial/ethnic distribution of the student populations being studied. In this case, students were:

- either first-time students in fall 1987 OR students enrolled in spring 1988 who did not re-enroll at the same community college in fall 1988,
- those earning 12 or more college-level credits, and
- those actually transferring.

Table 9 illustrates the racial/ethnic distribution of the entering and exiting student populations. American Indian and Nonresident Alien students have been excluded from the tables because they comprised less than 1 percent of the total population of any of the three groups. The impact of small cell sizes, along with the overall distribution of each population, should be kept in mind as this section of the report is reviewed.

Table 9

**RACIAL/ETHNIC DISTRIBUTION OF THE
STUDENT POPULATIONS UNDER STUDY**

Race/Ethnicity	Entered in Fall 1987 or Exited in Spring 1988	Those Earning 12 or More College Credits	Those Who Actually Transferred	
Entering Cohort	%	%	%	
White	81.6	81.4	88.0	
African American	12.3	12.4	7.2	
Hispanic	3.1	3.0	1.6	
Asian	2.9	2.5	2.6	
Exiting Cohort	%	%	Fall %	Long Term %
White	79.7	76.9	86.1	84.0
African American	13.7	15.4	7.4	9.2
Hispanic	3.3	3.7	2.6	2.9
Asian	2.7	3.0	3.0	3.2

For entering and exiting cohorts, the white population accounts for most students across all three groups. Composition of the exiting cohort showed slightly more diversity than the entering group.

Were Course-Taking Patterns Similar Across Racial/Ethnic Groups? For the entering cohort, course-taking behavior was similar across the four largest racial/ethnic groups. The relative stability between the numbers in the first and second columns in the table shows the similarity. Likewise, the proportion of first-time students earning 12 or more credits was consistently in the 64 to 66 percent range across racial/ethnic groups.

In the exiting cohort, measurable differences existed in course-taking behavior between minority and white students, but remained similar across the three largest minority groups. Small gains were evident in the proportion of African American, Hispanic, and Asian students earning 12 credits. Over 50 percent of the students in each minority group earned 12 or more hours compared to 44 percent of the white students. Among minorities, the proportion of exiting students earning 12 or more credits varied less than 1 percent (0.7).

Was Transfer Behavior Similar Across Racial/Ethnic Groups? Two similar overall patterns of transfer behavior were evident among the largest racial/ethnic groups for entering and exiting students. While whites accounted for at least three-quarters of the students and Asians approximately 3 percent, both groups showed proportional gains in transfer. Conversely, African American and Hispanic students showed proportional losses in the transfer figures.

What were the Transfer Rates by Racial/Ethnic Group? Table 10 summarizes transfer rates by racial/ethnic group for the entering and exiting models. Corresponding with the comments on transfer behavior in both models, white and Asian student rates were similar and higher than rates for African Americans and Hispanics.

Table 10

**TRANSFER RATE AND NUMBER OF TRANSFERS
BY RACIAL/ETHNIC GROUP**

Race/Ethnicity	<u>Entering Cohort</u>		<u>Exiting Cohort</u>		
	Rate	Number	Rate	Number	
White	21.8	6,981	16.7 19.0	6,955 7,926	Fall Long Term
African American	11.7	575	7.2 10.5	596 867	Fall Long Term
Hispanic	10.7	127	10.7 13.6	212 269	Fall Long Term
Asian	20.9	208	15.2 18.5	245 299	Fall Long Term

Rates for the entering cohort generally were higher across racial ethnic groups. The number of students in the cohort and in the number of students in transfer rate were always larger in the exiting group.

Hispanic students exhibited a unique characteristic. For Hispanic students, the transfer rate was the same for the entering and fall exiting cohort. The Hispanic students' long-term exiting cohort transfer rate was the only one to exceed the corresponding entering cohort rate.

Allowing for a longer time frame in the exiting cohort had the largest impact on African American transfers. The number of transfers increased by nearly one-third (31.3 percent, N = 271) and the rate increased by 3.3 percent. However, the actual rate was still higher for the entering cohort.

Did an Intent to Transfer Have an Impact on Transfer Rates Among Racial/Ethnic Groups? When an intent to transfer was considered, rates nearly doubled across all racial/ethnic groups for both entering and exiting cohorts. At the same time, this restriction decreased the number of students included in the rates by between one-third and three-quarters. Minority students had the largest proportional reduction of students in these rates.

For students with an intent to transfer, entering cohort rates generally were higher across racial/ethnic groups (see Table 11). Hispanics had the smallest number of students in the rates for those intending to transfer and were the only racial/ethnic group with higher exiting rates. Generally, the entering rates for students intending to transfer included a larger proportion of

the students than exiting rates for students intending to transfer. The only exception to this was Hispanic students where they were equally inclusive.

Table 11

**TRANSFER RATE FOR STUDENTS WITH AN INTENT TO
TRANSFER BY RACE/ETHNICITY**

Race/Ethnicity	Entering Cohort with Transfer Intent		Exiting Cohort with Transfer Intent		
	Rate	Number	Rate	Number	Time Frame
White	40.5	4,888	31.8	4,130	Fall
			34.9	4,523	Long Term
African American	22.3	142	17.5	129	Fall
			20.7	153	Long Term
Hispanic	20.4	47	29.8	90	Fall
			33.8	102	Long Term
Asian	46.6	129	35.5	104	Fall
			38.9	114	Long Term

Changes in the relative position among the groups also were noted. The rank of Asian and white students was reversed compared to the rates without intent. Rates for Asian students in the "Prepare to Transfer" category were the highest, while the rate for white students was second. Similarly, the rate for Hispanic students surpassed the African American student rate for students intending to "Prepare to Transfer."

Rationale for Using Intent as a Secondary Measure. The collection and updating of student intent data varies by college. Until there is a higher degree of uniformity in the data, they should continue to be reported as a secondary measure. Further efforts at the college level to compare course-taking patterns with reported student intent could help strengthen intent data. Improvements are needed in tracking systems to assure that they monitor students course-taking behavior to see that it can reasonably be expected to lead to transfer.

Counting the number of credit hours a student earns is objective. Student responses to an intent to transfer question are subjective. Garcia (1992) points out that the subjective nature of the question raises issues of response error. Do all students properly interpret questions about their intent to transfer? ICCB analysis indicates that the listing of responses to the intent question required across the state appears to have created a response bias. Listing "Prepare for a New or First Occupational Career" first appears to have influenced student choices. Moreover, if transfer is perceived as a more socially acceptable response than other available responses then the cohort/denominator will be overstated. If the tendency is for students to "acquire" an intent to transfer after entry and intent data are not systematically updated, the number of actual transfers/numerator will be understated. The transfer effectiveness measure suggested by NETC/BW Associates partially compensates for this by allowing a college to receive credit for

students who indicate that transfer is not important, but actually go onto transfer. Garcia (1992) suggests that it may be appropriate for responses to include levels of intensity. These points require further examination and suggest that intent be incorporated as a secondary transfer rate measure.

Transfer Effectiveness Measure

The National Effectiveness Transfer Consortium (NETC), working closely with Berman Weiler (BW) Associates, developed a measure of transfer effectiveness. Students are categorized into one of the following classifications based on their interest in transferring to a four-year college or university and observed transfer behavior.

TYPE I Indicated transfer was important and transferred.

TYPE II Indicated transfer was important but did not transfer.

TYPE III Indicated transfer was **not** important but did transfer.

TYPE IV Said transfer was **not** important and did not transfer. (NETC, 1990, p. 27)

In Illinois, student intent data, along with their actual transfer behavior, was used to place students into the four categories. As illustrated in the table below, the paradigm can be used with the entering and exiting cohort data.

Entering Cohort Overall Results

First-Time Students Who:	Transferred	Have <u>Not</u> Transferred
Considered Transfer Important	TYPE I 4,204 10.6%	TYPE II 9,069 22.9%
Considered Transfer <u>Not</u> Important	TYPE III 3,757 9.5%	TYPE IV 22,611 57.0%

Exiting Cohort Fall Results

Leavers who:	Transferred	Have <u>Not</u> Transferred
Considered Transfer Important	TYPE I 4,477 8.3%	TYPE II 9,917 18.3%
Considered Transfer <u>Not</u> Important	TYPE III 3,597 6.6%	TYPE IV 36,197 66.8%

Exiting Cohort Overall Results

Leavers who:	Transferred	Have <u>Not</u> Transferred
Considered Transfer Important	TYPE I 4,920 9.1%	TYPE II 9,474 17.5%
Considered Transfer <u>Not</u> Important	TYPE III 4,517 8.3%	TYPE IV 35,277 65.1%

The above figures reinforce that even among the three college-level programs the majority of students are not interested in transferring to a four-year college or university.

NETC researchers define transfer effectiveness as "the number of students in the cohort who transferred divided by the number of students in the cohort who felt transferring was important multiplied by 100." (Berman et al., 1990, p. 29). The definition is operationalized with the following formula:

$$\text{Transfer} = \frac{\# \text{Type I Students} + \# \text{Type III Students}}{\# \text{Type I Students} + \# \text{Type II Students}} \times 100 \text{ Effectiveness}$$

Using this formula, transfer effectiveness rates can be calculated for both entering and exiting cohorts.

Entering Cohort Overall Results

$$\text{Transfer} = \frac{4,204 + 3,757}{4,204 + 9,069} \text{ or } \frac{7,961}{13,273} \times 100 = 60.0\% \text{ Effectiveness}$$

Exiting Cohort Fall Results*

$$\text{Transfer} = \frac{4,477 + 3,597}{4,477 + 9,917} \text{ or } \frac{8,074}{14,394} \times 100 = 56.1\% \text{ Effectiveness}$$

Exiting Cohort Long-Term Results*

$$\text{Transfer} = \frac{4,920 + 4,517}{4,920 + 9,474} \text{ or } \frac{9,437}{14,394} \times 100 = 65.6\% \text{ Effectiveness}$$

*Excludes 101 students enrolled at Black Hawk East who did not supply intent information on the Annual Enrollment and Completion submission in fiscal year 1988.

The formula rewards colleges with larger numbers of students that actually transfer who did not initially consider transfer important (Type III students). Colleges with relatively small numbers of students interested in transfer are not penalized for the orientation of the students they serve.

Expected Transfer Rates. NETC's initial research included a calculation of expected transfer rates based on the percentage of full-time students enrolled at each college. Full-time student enrollment was presented as a potentially useful proxy measure of internal and external factors that can influence transfer, such as socioeconomic status, parents level of educational attainment, and whether a student has dependents living with them. Factors related to higher levels of academic attainment have been examined in many studies. Initial NETC research suggested that there was a high, positive correlation between the percentage of full-time students at a college and the college's transfer rate. Among Illinois community college students in this study, there was a very weak relationship.

More recent work by NETC (1993) included profiles of transfers/nontransfers and completers/noncompleters based on a variety of factors, including daytime attendance, whether dependents lived with the student, whether the student had a goal of transferring, 24 or more earned credits, age, less than three years attendance before leaving, continuous enrollment, full-time enrollment, employed in the spring term before leaving, whether the student had financial support from parents, whether the student's father earned a bachelors or higher degree, whether the student's mother earned a bachelors or higher degree, and gender. Some of these factors may prove useful in determining expected rates. Calculating expected transfer rates for community colleges will require additional effort. Examining census data by community college district holds some promise. It may be necessary to collect supplemental data through ICCB submissions to provide useful expected transfer rates.

By itself, a meaningful transfer rate has utility for colleges to make comparisons over time. Interventions aimed at improving the student transfer rate can be measured at established intervals. "The transfer rate indicator is most useful for the individual colleges and for analysts seeking estimates of the colleges' contributions to student progress." (Cohen in Jones, ed. 1991, p. 11).

Strengths and Concerns About the Models

What are the Strengths and Concerns about the Entering Student Cohort/UCLA/Cohen Approach?

Strengths. Garcia (1991, 1992) and Adelman (1989) indicate that longitudinal studies like the entering cohort model have greater validity for determining transfer rates than cross sectional models like the leaver approach. It should be noted that Garcia's work has been relied on by California's Intersegmental Coordinating Council in determining the approach to calculating transfer rates used in that state. Due to the centrality of the issue concerning a rate's validity to future transfer rate studies, this item will be explored in greater detail than the others.

Garcia (1991, 1992) provides a validity assessment for alternative transfer rates based on four measures: time equivalence, maturation validity, group equivalence, and construct validity.

1. Time Equivalence. Ideally the numerator and denominator should both have the same year of origin...
2. Maturation Validity. The observation period must allow enough time for students to naturally mature from new entrants to successful transfers...
3. Group Equivalence. The rate's numerator and denominator should be based on the same student population...
4. Construct Validity. The rate should accurately measure the theoretical concept it is supposed to measure -- in this case, the proportion of transfers that emerge from a cohort of new community college students who possess the potential to benefit from pursuing the transfer curriculum.

(Garcia, 1992, p. 2)

Garcia (1991, p. 12) scored the validity of several models on a 12-point scale. Results for the Cohen/UCLA and BW Associates/NETC models are highlighted below.

<u>Model</u>	<u>Time</u>	<u>Maturation</u>	<u>Group</u>	<u>Construct</u>
Cohen/UCLA	High	Low to Moderate	High	High
BW Associates/ NETC	Moderate	Low	Low	Low

The overall score for the Cohen/UCLA approach was 10.5 compared to 5.0 for the BW Associates/NETC approach. Modifications to the leaver model in the ICCB study would tend to increase group equivalence and maturation scores to the low to moderate range, but they

would still remain well below the score awarded to the Cohen/UCLA approach. The only approach that Garcia (1991) scored higher was the inclusion of an additional year in the Cohen/UCLA model numerator which was scored an 11.0.--

Other significant points are:

- Community college persistence can be tracked as well as transfer behavior.
- It is relatively easy to calculate/replicate the entering cohort model because the basic approach includes few qualifiers.
- The approach eliminates students with prior higher education experience.
- Existing data bases can be used for the calculations.

The primary author recognizes that the transfer rate measures only one component of the community colleges' comprehensive mission -- "he would like colleges to develop assessment tools that spotlight job-training success, career up-grading, and other common educational goals of the community college." (Reinhard, 1993, p. 4).

Concerns. Four brief but important considerations are:

- Due to its simplicity, the UCLA/Cohen model provides a minimum transfer rate.
- The structure of the model requires a four- to five-year wait to report results.
- In practice, the model generally excludes private university transfers and out-of-state transfers.
- The lack of qualifiers in the model limits its applicability and keeps the rates relatively low.

In Banks (1993) analysis, the UCLA model included more younger students than the NETC model. McIntyre (1984) has suggested that younger students are more likely to earn more credits. Banks (1993) contends that first-time entering cohorts usually consist of younger students, and the likelihood of younger students staying in the pool is higher than for older students.

Debate still continues on the 12 credit hour limit cut-off. Students can take as many as four years to earn 12 credits. In two other recent national studies of transfer and other community college student behavior, Grubb (1991) used a 12 credit hour cut-off, while Adelman (1992) used a ten credit hour threshold. BW Associates use a six credit hour cut-off to determine which students are included in the exiting cohort. California's Intersegmental Coordinating Council supports tracking students who earn six transferrable credits within one year.

There continues to be some debate on the restrictiveness of the four-year length of time given for students to transfer. Some groups and individuals think that providing a longer period of time for transfer would be more appropriate. California's Intersegmental Coordinating Council (1992) supports an open-ended timespan, anticipating a negligible number of transfers after eight

to ten years. California's Intersegmental Coordinating Council (1992) plans to produce annual reports on the cohort until the number of transfers becomes negligible. A study by Garcia & Thompson (1990) of the City College of Chicago, a large-urban system, indicated that the average student took 5.9 years to graduate with an associate degree. Only 39.9 percent earned a degree in four years or less. It is, of course, possible for students to transfer without earning an associate degree. In the *Community College Times*, Fonte (1993) suggested a six-year time frame.

No attempt is made to examine the data based on a student's community college program of study. All college-level credit is included. Fonte (1993) in the *Journal of Applied Research in the Community College* and California's Intersegmental Coordinating Council (1992) argue against including occupational students in the model. California's Intersegmental Coordinating Council (1992) only considers transferrable semester units. Grubb (1991) found transfer rates differed by program-/course-taking patterns. His was based on the *National Longitudinal Study of the Class of 1972* and the *High School and Beyond* 1980 data. Grubb calculated separate transfer rates for academic students and all students on vocational, general, and academic tracks who earned over 12 credits. In 1972, students in the academic/transfer-oriented courses transferred at a 41.5 percent rate versus 32.1 for all groups. The transfer rate for academic/transfer-oriented students from 1980 was 33.7 versus 24.7 for all students who earned over 12 credit hours. (Grubb, 1991, p. 204).

The model makes no attempt to account for student intent. Walleri, Seybert, and Cosgrove (1992) and Fonte (1993) in the *Journal of Applied Research in the Community College* argue that student intent should not be excluded from transfer rates. The authors agree that gathering consistent and accurate intent data nationally is problematic.

UCLA/Cohen has indicated an interest (April 6, 1993 *Community College Times*) in continuing the transfer rate project for two additional years. Several large participating states have expressed an interest in continuing to collect and share transfer data for an extended period of time after that.

The model is limited to persons with no prior higher education experience. Community colleges serve reverse transfers and other nontraditional students that often are not addressed in transfer rate calculations.

What are the Strengths and Concerns about the Exiting Student BW Associates/NETC Approach?

Strengths. Several points are noted:

- There is a relatively short turn around time for the data of between one and two years.
- A transfer effectiveness calculation rate is included, which accompanies the observed transfer rate.
- Studies can be conducted using existing data bases.

The approach acknowledges that a college's location, clientele, and curricular offerings can impact transfer behavior. An expected transfer rate calculation is included that is linked to full-time enrollment at the college. Full-time enrollment is used as a proxy for the variety of external factors that can impact transfer rates. Efforts to strengthen the proxy measure should continue.

There is a general acknowledgement that community colleges can benefit from multiple measures of success. Early NETC publications (1990) discussed the calculation of vocational completion rates. More recent work (1993) has included calculations of completion rates that are based on whether or not a leaver has achieved the outcome they sought from the college.

Concerns. Specific concerns include:

- Generally excludes private university transfers and out-of-state transfers.
- Efforts to refine expected transfer rate calculations need to continue.
- Banks (1993) indicates that the percentage of younger (18 to 24) students increases as the credit hour cut-off rises. The credit hour cut-off was raised from six to twelve in the current study.
- There is a continuing debate on the six credit hour cut-off.
- The six credit hour cut-off contained few restrictions in the NETC study.
- Phase III reports by the NETC indicate that the 1990 leaver study will be their last large-scale data collection effort.
- The participating colleges in the study were largely from California. Economic conditions and data classification processes and issues in that state have the potential to influence results.
- Expenses associated with joining the study tended to diminish widespread participation from across the country.

Garcia (1991) and Adelman (1989) indicate that cross sectional models like the leaver/NETC BW Associates approach have less validity for determining transfer rates than longitudinal models like the UCLA/Cohen Model. Refer to the description under entering cohort strengths for further information.

Some community college students exhibit sporadic attendance patterns. Hence, additional checks would need to be made to exclude a student from being considered in multiple transfer rate calculations.

Summary

The Illinois community college system is participating actively in the national debate on transfer rates. This report provides an overview of two prominent national models for calculating transfer rates and an assessment of paradigm strengths and areas of concern. The report explains how the national approaches were operationalized in Illinois and summarizes the results.

Information for both entering and exiting transfer rates were limited exclusively to in-state public four-year universities using Illinois' Shared Enrollment and Graduation Files, which contain individual records for students enrolled in public higher education between fiscal years 1983 and 1992. Reported rates underestimate Illinois community college student transfer successes. It is important to recognize that transfer rates would increase if data from private higher education institutions -- both in-state and out-of-state -- and public out-of-state colleges and universities were accessible.

While inherent differences exist in the models, fiscal year 1988 data form the basis of both analyses. All community college districts enrolling students during that year participated in both portions of the study. The entering cohort is based on fall 1987 and the exiting cohort is based on spring 1988.

The entering cohort analysis closely follows the UCLA/Cohen model operationalizing the "four college-credit courses" into 12 credit hours. While the basic UCLA model includes all first-time students regardless of program of enrollment, this study is limited to enrollments in baccalaureate/transfer, occupational, or general associate programs. Differences exist in Illinois' exiting cohort analysis and the NETC/BW Associates model both in the credit hour threshold and the type of student included in the study. The credit hour minimum was raised from six to twelve, credits were limited to college-level hours, and the cohort was limited to the same three programs as the entering cohort. The original NETC/BW Associates model focused on immediate transfer; however, this exiting study includes separate rates for immediate fall transfers and transfers over a four-year period.

- Overall Rates. The entering cohort overall transfer rate was 20.1 percent, while the exiting cohort's overall fall transfer rate was 14.9 percent and its long-term rate was 17.4.
- Differences in transfer behavior by program area were expected since the three college-level programs are designed to facilitate diverse outcomes. Baccalaureate/transfer programs parallel the first two years of a bachelor degree and promote transfer. General associate programs are built around individual educational plans and are not designed to form a cohesive program leading to transfer. Occupational programs are diverse, but each develops skills that lead directly to employment.
- Baccalaureate/transfer programs accounted for nearly four out of five students in both cohorts who actually transferred.
- Exiting cohort student results by program suggest that students in baccalaureate/transfer programs were more likely to transfer immediately in the fall than students in other college-level programs.

- The entering cohort baccalaureate/transfer student rate was 27.2. For the fall exiting cohort, students in baccalaureate/transfer programs had a rate of 24.3 percent (27.4 long term).
- Among entering general associate students', the transfer rate was 16.8. Fall exiting cohort general associate students transferred about half this rate at 8.8 percent (11.7 percent long term).
- Entering cohort students in occupational programs transferred at a rate of 9.9 percent, while the fall exiting occupational student transfer rate was 5.4 percent (7.3 long term).
- Over one-half of the actual transfers indicated that "preparing for transfer" was their intent.
- Three intent categories accounted for over 92 percent of the actual transfers in both entering and exiting cohorts -- "transfer," "prepare for a new or first career," and "unknown."
- Among entering and fall exiting students, those with an intent to transfer achieved the highest overall actual transfer rate at about 31 percent (34.2 percent long-term exiting). Next highest rates were recorded by students taking courses to "decide on a career" (17.8 for entering and 14.4 for fall exiting, 17.0 long-term exiting).
- Transfer rates for students intending to transfer yielded higher overall rates within each individual program area. However, as expected, when the number of restrictions placed on the student cohort increased, the number of students in the transfer rate decreased.
- Though few students were accounted for, the general associate students in the entering cohort "preparing for transfer" registered the highest rate in the entire study at 46.2 percent. Among exiting students, those in general associate programs intending to transfer had a transfer rate of 24.3 percent (27.7 long term).
- In the entering cohort, baccalaureate/transfer students intending to transfer had a rate of 32.7 percent. Among exiting students the baccalaureate/transfer rate for those intending to transfer was highest at 34.0 percent (37.1 long term).
- Occupational students "preparing for transfer" in the entering cohort had a transfer rate of 22.8 percent compared to 16.2 for the fall exiting cohort (18.9 percent long term).
- Racial/Ethnic Analysis. Composition of the exiting cohort showed slightly more diversity than the entering group. Yet, whites account for the majority of the students in all categories observed in the study: first-time students in fall 1987, leavers in spring 1988, those in earning 12 or more college-level credits in both groups, and those who actually transferred in both groups.
- Course Taking. For the entering cohort, course-taking behavior was similar across racial/ethnic groups. For the exiting cohort, the largest minority groups showed small gains in the proportion of minority students who earned 12 hours over their representation among all leavers.

- **Transfer Behavior.** A dichotomy existed in both exiting and entering cohorts. Whites and Asians had similar transfer behavior showing proportional gains in transfer. African American and Hispanic students exhibited similar transfer behavior characterized by proportional losses in transfer figures.
- **Transfer Rates.** Transfer rates for the entering cohort generally were higher across racial/ethnic groups. The number of students in the cohort and the number of students in the transfer rate were always larger in the exiting group.
- When an intent to transfer was considered, rates nearly doubled across all racial/ethnic groups for both entering and exiting cohorts. At the same time, this restriction decreased the number of students included in the rates by between one-third and three-quarters. Minority students had the largest proportional reduction of students in these rates.
- For students with an intent to transfer, entering cohort rates generally were higher across racial/ethnic groups. Hispanics had the smallest number of students in the rates for those intending to transfer and were the only racial/ethnic group with higher exiting rates.
- Generally, among those intending to transfer, the entering rates included a larger proportion of the students than exiting rates.
- Changes in the relative position among the groups also were noted for students intending to transfer. The order of Asian and white students was reversed compared to the rates without intent. Similarly, the rate for Hispanic students surpassed the African American student rate.
- Counting the number of credit hours a student earns is objective. Student responses to an intent to transfer question are subjective. The collection and updating of student intent data varies by college. Until there is a higher degree of uniformity in the data, they should continue to be reported as a secondary measure.
- **Transfer Effectiveness.** NETC/BW Associates define transfer effectiveness as "the number of students in the cohort who transferred divided by the number of students in the cohort who felt transferring was important multiplied by 100." (Berman, 1990, et al., p. 29)
- Following the NETC/BW Associates model, the entering cohort had a transfer effectiveness score of 60.0 percent compared to 56.1 percent for the fall exiting group (65.6 long term).
- The transfer effectiveness formula rewards colleges with larger numbers of students that actually transfer who did not initially consider transfer important. Colleges with relatively small numbers of students interested in transfer are not penalized for the orientation of the students they serve.

- NETC's initial research included a calculation of expected transfer rates based on the percentage of full-time students enrolled at each college. Full-time student enrollment was presented as a potentially useful proxy measure of internal and external factors that can influence transfer, such as socioeconomic status, parents' level of educational attainment, and whether a student has dependents living with them. This proxy had very little utility for Illinois community college students in this study. If calculating expected transfer rates is a priority, there will need to be additional work in this area.
- An extensive listing of strengths and areas of concern about each paradigm is included in the report. All of them warrant the reader's scrutiny. One in particular is worthy of comment due to its centrality to the calculation of transfer rates. Garcia (1991, 1992) conducted research on the validity of various transfer rate calculations and concluded that the Cohen/UCLA model ranked highest in validity among the variety of transfer rate methodologies examined. A valid measure is one which accurately measures what it claims to measure.
- Leaver study proponents point to the quick turn around of data and the ability of the layperson to understand the measure. "What proportion of students who left in a given semester transferred to a four-year university in the fall? Within a year?" They perceive the six credit hour cut-off makes the rate more inclusive.
- The entering cohort's proponents highlight the way transfers are given time to emerge from a group of students who begin college at the same point in time. The longitudinal nature of the model appeals to them. They generally support the 12 credit hour cut-off as a way to separate occasional course takers from persons who have pursued a specific curriculum and have become affiliated with the institution. There is less agreement on the inclusion of occupational students in the transfer rate calculations.

Both national methodologies yield baseline rates according to the researchers who produced them. The rates were designed to easily gather data and be reasonably inclusive. Multiple transfer rates may be necessary to help community colleges more effectively convey information on the variety of students they serve. A primary rate with several secondary rates may be of most assistance.

What Issues Should Be Considered When Deciding on A Transfer Rate Methodology? Thought needs to be given to a variety of issues as the system moves toward selecting a methodology for use in future transfer rate studies. Some of the topics that should be considered are as follows:

To what extent is the methodology considered valid? To what extent does the methodology measure what it intends to measure?

To what extent is the methodology considered reliable? How consistent does the methodology measure what it says it is measuring?

Will entering students or exiting students be tracked?

What is an appropriate length of time to allow students to transfer?

Are data readily availability and what are the costs associated with the calculations? The two issues are related. There are real costs and opportunity costs associated with data collection. Given the limited resources within the system, to the extent possible, existing data sources should be used for the calculations. Supplemental data may be necessary, but it takes time for new data items to become a part of college data gathering processes and eventually feed into the ICCB MIS system.

Are there components of alternative methodologies that warrant further examination? For example, one model suggests limiting tracking to those students who are in good academic standing (GPA 2.0 or above on a 4.0 scale). Others suggest including first-time transfer students in the entering cohort group.

What limitations should be placed on the students to be incorporated in the rate? Defining the cohort is the key to transfer rate calculations. As Cohen (1990) pointed out in his article, "Counting the Transfers: Pick a Number," depending on the way the group of students to be tracked is defined, a researcher can calculate virtually any rate. Developing a meaningful, consistent methodology is the goal.

What credit hour threshold should be used? If the credit hour cut-off is too low, colleges will be held accountable for the transfer activity of students whom they have had a very limited opportunity to influence. If the credit hour threshold is set too high, the pool of students being tracked becomes very small. It is possible to have high transfer rates that include few students.

What type of credit should be included? There seems to be general agreement that the credit hours should be limited to "college-level" credits. While community colleges are proud to offer remedial, developmental, and vocational skills programs and courses there is broad agreement that these precollege and skill-building courses be excluded from transfer rate credit hour minimums.

What programs of study should be included? Some critics contend all college-level students should be included in the calculation. Others think that since different college-level programs are designed to achieve diverse outcomes, transfer rates should be limited to transfer-oriented curricula or hours.

How should student intent figure into the calculation? Some critics view intent data as too subjective and unstable for inclusion in calculations. Other researchers agree that collecting intent data consistently can be problematic, but argue that student intent still should be a consideration in transfer rate calculations. They also argue that one purpose of college attendance is goal clarification.

How can the number of cooperating four-year colleges and universities be increased? The current study reports rates for in-state public university transfers only. This limitation impacts some community college transfer rates more than others. Many community college students are "place bound" and due to work, family, or other responsibilities need to remain close to home to pursue higher education. Community colleges located close to the state border could fare worse than others because out-of-state data are not available. Likewise, colleges that have

developed close articulation relationships and/or are in close geographic proximity to private colleges and universities could be impacted more than others. What efforts will be necessary to increase participation of additional cooperating four-year colleges and universities?

Is there a way to broaden the transfer rate calculations to include a wider range of students served by community colleges?

To what extent are comparable data from across the country available? Having comparable data from across the country would be beneficial.

Is it necessary to have a single transfer rate? To provide consistent answers to general inquiries about transfer, it is probably advisable to have a primary rate. However, a family of secondary rates, which address valid questions about the transfer behavior of different groups of students being served by community colleges, is probably advisable. Calculating rates based on combinations of variable can answer specific questions about well-defined groups of students.

The diverse clientele served by community colleges require multiple measures of success. "The public at large often fails to appreciate the wide variety of students served by community colleges." (Berman, P. Curry, J., Nelson, B, Santhanam, S & Weiler, D., 1993, p. 3). Some individuals still think of community colleges and junior colleges as synonyms instead of viewing the transfer function as one of several community college missions. Cohen supports a family of measures as well. "He would like colleges to develop assessment tools that spotlight job-training success, career up-grading, and other common educational goals of the community college." (Reinhard, 1993, p. 4).

The ICCB's *Inventory of State-Level Accountability Measures*, adopted in March 1993, consists of 35 student achievement, programmatic, and institutional measures. While transfer rates are undoubtedly an important measure of an institution's success, they should be viewed in the content of several complimentary accountability measures. A variety of other types of meaningful rates, including job placement rates, job retention rates, course program, and institution and transfer retention rates, are all in the inventory and hold promise for conveying the multiple missions and successes achieved by the Illinois community college system.

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APPENDIX A

Overview Data Tables

Illinois Community College Board

Table A-1

OVERVIEW OF ENTERING AND EXITING COHORT TRANSFER MODEL
RESULTS FOR STUDENTS FROM ILLINOIS COMMUNITY COLLEGES

Variable	Entering Cohort	Exiting Cohort
Number in Cohort	39,641	54,188
Number in Population	61,344	119,457
Percent of Population in Cohort	64.6%	45.4%
OVERALL TRANSFER RATE		
Overall/General Transfer Rate	20.1%	17.4%
Fall Only	----	14.9%
Number Who Actually Transferred	7,961	9,437
Fall Only	----	8,074
TRANSFER RATES BY PROGRAM		
BACCALAUREATE/TRANSFER PROGRAMS		
Baccalaureate/Transfer Transfer Rate	27.2%	27.4%
Fall Only	----	24.3%
Number Who Actually Transferred	6,220	7,404
Fall Only	----	6,552
Percent of Grand Total Transfers	78.1%	78.5%
Fall Only	----	81.1%
OCCUPATIONAL PROGRAMS		
Occupational Transfer Rate	9.9%	7.3%
Fall Only	----	5.4%
Number Who Actually Transferred	1,538	1,878
Fall Only	----	1,405
Percent of Grand Total Transfers	19.3%	19.9%
Fall Only	----	17.4%
GENERAL ASSOCIATE PROGRAMS		
General Associate Transfer Rate	16.8%	11.7%
Fall Only	----	8.8%
Number Who Actually Transferred	203	155
Fall Only	----	117
Percent of Grand Total Transfers	2.5%	1.6%
Fall Only	----	1.4%

SOURCE OF DATA: Shared Enrollment and Graduation Files

Illinois Community College Board

Table A-2

FOR STUDENTS WITH AN INTENT-TO TRANSFER
OVERVIEW OF ENTERING AND EXITING COHORT TRANSFER MODEL
RESULTS FOR ILLINOIS PUBLIC COMMUNITY COLLEGES

Variable	Entering Cohort	Exiting Cohort
GENERAL RATE FOR STUDENTS WITH AN INTENT TO TRANSFER		
Overall/General Rate for Students with Transfer Intent Fall Only	31.7% ----	34.2% 31.1%
Number Who Actually Transferred Fall Only	4,204 ----	4,920 4,477
Percent of All Transfers Fall Only	52.8% ----	52.1% 55.4%
RATES BY PROGRAM FOR STUDENTS WITH AN INTENT TO TRANSFER		
BACCALAUREATE/TRANSFER PROGRAMS		
Baccalaureate/Transfer Rate for Students with Transfer Intent Fall Only	32.7% ----	37.1% 34.0%
Number with Transfer Intent Who Actually Transferred Fall Only	3,829 ----	4,446 4,071
Percent of All Baccalaureate Transfers Fall Only	61.6% ----	60.0% 62.1%
OCCUPATIONAL PROGRAMS		
Occupational Rate for Students with Transfer Intent Fall Only	22.8% ----	18.9% 16.2%
Number with Transfer Intent Who Actually Transferred Fall Only	333 ----	425 363
Percent of All Occupational Transfers Fall Only	21.7% ----	22.6% 25.8%
GENERAL ASSOCIATE PROGRAMS		
General Associate Rate for Students with Transfer Intent Fall Only	46.2% ----	27.7% 24.3%
Number with Transfer Intent Who Actually Transferred Fall Only	42 ----	49 43
Percent of All General Associate Transfers Fall Only	20.7% ----	31.6% 36.8%

SOURCE OF DATA: Shared Enrollment and Graduation Files

APPENDIX B

Entering Cohort Data Tables

Illinois Community College Board

Table B-1

FALL 1987 ENTERING COMMUNITY COLLEGE STUDENTS WHO TRANSFERRED
BY RECEIVING UNIVERSITY AND COMMUNITY COLLEGE

Dist. No.	District/College	Chicago State University 1694	Eastern Illinois University 1674	Governors State University 9145	Illinois State University 1692	Northeastern Illinois University 1693	Northern Illinois University 1737	Sangamon State University 9333	Southern Illinois University Carbondale 1758
52201	Belleville	0	20	0	14	0	1	7	79
50301	Black Hawk	0	2	0	67	0	15	5	22
50800	Chicago	(211)	(12)	(21)	(32)	(106)	(58)	(0)	(44)
50809	City-Wide	9	1	2	1	3	12	0	1
50806	Daley	34	4	11	7	3	16	0	8
50801	Kennedy-King	34	0	2	2	4	1	0	2
50803	Malcolm X	12	1	0	0	4	2	0	1
50805	Olive-Harvey	75	1	4	5	1	2	0	14
50804	Truman	3	0	0	4	19	4	0	3
50802	Washington	38	3	1	7	17	10	0	8
50807	Wilbur Wright	6	2	1	6	55	11	0	7
50701	Danville	0	29	0	37	0	0	1	21
50201	DuPage	1	84	4	190	9	264	1	69
50901	Elgin	0	13	0	29	0	63	1	28
51201	Harper	1	52	0	108	35	199	0	57
51901	Highland	0	9	0	47	0	33	3	24
51401	Illinois Central	0	20	0	129	0	9	18	32
52900	Illinois Eastern	(1)	(86)	(0)	(10)	(0)	(2)	(1)	(70)
52904	Frontier	0	4	0	0	0	0	0	5
52901	Lincoln Trail	0	19	0	0	0	0	1	5
52902	Olney Central	0	43	0	7	0	1	0	26
52903	Wabash Valley	1	20	0	3	0	1	0	34
51301	Illinois Valley	0	8	0	93	0	19	10	25
52501	Joliet	1	32	25	87	0	49	0	31
52001	Kankakee	0	13	11	20	0	8	0	9
50101	Kaskaskia	0	10	0	1	0	1	3	64
52301	Kishwaukee	2	0	0	3	1	37	0	2
53201	Lake County	0	19	1	39	10	75	1	31
51701	Lake Land	1	106	0	8	0	0	8	33
53601	Lewis & Clark	0	11	0	16	0	2	8	14
52601	Lincoln Land	0	33	0	55	0	5	88	60
53001	Logan	1	5	0	1	0	0	5	186
52801	McHenry	0	6	0	7	0	50	0	11
52401	Moraine Valley	16	58	80	88	3	126	0	34
52701	Morton	0	4	0	10	2	14	0	2
53501	Oakton	1	8	0	29	39	36	1	15
50501	Parkland	2	52	0	86	0	6	1	34
51501	Prairie State	3	36	36	26	0	16	0	12
52101	Rend Lake	0	12	0	4	0	2	1	113
53701	Richland	1	31	0	42	1	0	29	30
51101	Rock Valley	1	16	0	78	0	92	3	20
51801	Sandburg	0	1	0	10	0	1	1	4
50601	Sauk Valley	0	5	0	26	1	35	4	11
53101	Shawnee	0	3	0	1	0	0	0	36
51001	South Suburban	16	24	50	30	1	30	1	16
53301	Southeastern	0	11	0	1	0	1	0	62
53401	Spoon River	0	2	0	8	0	0	0	6
60101	State Community	0	1	0	1	0	0	0	4
50401	Triton	7	11	5	35	55	58	3	31
51601	Waubonsee	0	6	0	26	0	41	3	9
53901	Wood	0	1	0	11	0	0	1	6
Total		266	852	233	1,505	263	1,348	208	1,357

SOURCE OF DATA: Shared Enrollment and Graduation File and ICCB Fall Enrollment Data (E1)

Illinois Community College Board

Table B-1

FALL 1987 ENTERING COMMUNITY COLLEGE STUDENTS WHO TRANSFERRED
BY RECEIVING UNIVERSITY AND COMMUNITY COLLEGE

Dist. No.	District/College	Southern Illinois University Edwardsville 1759	University of Illinois -Chicago 1776	University of Illinois -Urbana 1775	Western Illinois University 1780	PUBLIC IN-STATE UNIVERSITY SUB-TOTAL*	Augustana College 1633	Aurora University 1634	College of St. Francis 1664
52201	Belleville	159	0	8	3	291	0	0	0
50301	Black Hawk	0	4	7	92	214	18	0	1
50800	Chicago	(2)	(238)	(35)	(28)	(787)	(0)	(10)	(4)
50809	City-Wide	0	22	22	0	73	0	0	0
50806	Daley	0	64	4	7	155	0	0	2
50801	Kennedy-King	0	3	0	2	50	0	0	0
50803	Malcolm X	2	1	0	1	24	0	1	0
50805	Olive-Harvey	0	6	4	6	118	0	2	1
50804	Truman	0	43	1	0	77	0	4	0
50802	Washington	0	42	0	5	131	0	2	0
50807	Wilbur Wright	0	57	4	7	156	0	1	1
50701	Danville	1	1	18	3	111	1	0	0
50201	DuPage	0	141	63	61	887	9	22	1
50901	Elgin	0	7	8	8	157	0	8	0
51201	Harper	1	57	26	57	593	1	3	1
51901	Highland	1	2	12	45	176	2	0	0
51401	Illinois Central	1	2	22	44	277	3	0	0
52900	Illinois Eastern	(10)	(1)	(19)	(4)	(204)	(0)	(0)	(0)
52904	Frontier	1	0	1	0	11	0	0	0
52901	Lincoln Trail	1	0	2	2	30	0	0	0
52902	Olney Central	2	1	14	0	94	0	0	0
52903	Wabash Valley	6	0	2	2	69	0	0	0
51301	Illinois Valley	0	6	17	18	196	1	0	1
52501	Joliet	0	23	33	12	293	0	3	33
52001	Kankakee	0	8	7	4	80	0	0	1
50101	Kaskaskia	12	0	8	1	100	0	0	0
52301	Kishwaukee	0	1	2	1	49	1	2	0
53201	Lake County	1	12	23	24	236	1	0	1
51701	Lake Land	5	0	18	3	182	0	0	0
53601	Lewis & Clark	78	0	8	5	142	0	0	0
52601	Lincoln Land	17	1	25	19	303	0	0	0
53001	Logan	2	0	2	0	202	0	0	0
52801	McHenry	1	0	4	3	82	3	0	0
52401	Moraine Valley	1	80	29	19	534	2	4	6
52701	Morton	1	16	1	6	56	0	1	2
53501	Oakton	0	48	12	9	198	0	1	1
50501	Parkland	1	6	127	6	321	0	1	0
51501	Prairie State	0	11	5	8	153	0	2	1
52101	Rend Lake	4	0	4	1	141	0	0	0
53701	Richland	0	1	9	9	153	0	0	0
51101	Rock Valley	1	8	10	18	247	3	0	1
51801	Sandburg	0	0	0	28	45	0	0	0
50601	Sauk Valley	1	1	4	15	103	1	1	0
53101	Shawnee	0	0	1	0	41	0	0	0
51001	South Suburban	2	31	4	7	212	0	0	4
53301	Southeastern	1	0	6	1	83	0	0	0
53401	Spoon River	1	1	1	32	51	0	0	0
60101	State Community	6	0	0	0	12	0	0	0
50401	Triton	0	84	18	18	325	0	3	1
51601	Waubonsee	0	5	5	13	108	0	21	1
53901	Wood	3	0	4	16	42	0	0	0
Total		313	796	605	641	8,387	46	82	60

* Duplicated count due to students transferring to more than one university.

SOURCE OF DATA: Shared Enrollment and Graduation File and ICCB Fall Enrollment Data (E1)

Illinois Community College Board

Table B-1

FALL 1987 ENTERING COMMUNITY COLLEGE STUDENTS WHO TRANSFERRED
BY RECEIVING UNIVERSITY AND COMMUNITY COLLEGE

Dist. No. District/College	Columbia College 1665	Concordia College 1666	DePaul University 1671	DeVry Institute- Chicago 1672	Elmhurst College 1676	Illinois Institute of Technology 1691	Loyola University -Chicago 1710	Monmouth College 1725
52201 Belleville	2	0	0	0	0	1	0	0
50301 Black Hawk	2	3	0	0	0	0	0	0
50800 Chicago	(160)	(6)	(48)	(62)	(5)	(43)	(81)	(1)
50809 City-Wide	12	2	3	1	0	3	18	0
50806 Daley	19	0	10	10	2	15	15	0
50801 Kennedy-King	16	0	1	0	0	0	0	0
50803 Malcolm X	2	1	1	2	0	0	0	0
50805 Olive-Harvey	18	0	5	8	0	2	3	0
50804 Truman	16	0	6	13	1	8	8	1
50802 Washington	47	2	16	11	0	7	23	0
50807 Wilbur Wright	30	1	6	17	2	8	14	0
50701 Danville	0	1	0	1	1	0	0	1
50201 DuPage	83	6	38	36	116	12	60	0
50901 Elgin	14	1	1	5	7	1	6	0
51201 Harper	63	4	20	14	32	6	40	0
51901 Highland	0	0	0	1	2	0	1	0
51401 Illinois Central	1	2	1	3	1	0	1	2
52900 Illinois Eastern	(0)	(1)	(0)	(0)	(0)	(0)	(0)	(0)
52904 Frontier	0	0	0	0	0	0	0	0
52901 Lincoln Trail	0	0	0	0	0	0	0	0
52902 Olney Central	0	1	0	0	0	0	0	0
52903 Wabash Valley	0	0	0	0	0	0	0	0
51301 Illinois Valley	2	0	2	6	0	1	2	0
52501 Joliet	12	0	1	19	2	2	4	0
52001 Kankakee	1	0	0	2	0	0	0	1
50101 Kaskaskia	0	1	0	0	1	0	0	0
52301 Kishwaukee	2	0	0	0	1	0	1	0
53201 Lake County	18	1	1	8	1	1	13	0
51701 Lake Land	1	0	1	0	0	0	0	0
53601 Lewis & Clark	1	0	0	0	0	0	0	0
52601 Lincoln Land	3	1	1	0	0	0	0	0
53001 Logan	1	0	0	1	1	0	0	0
52801 McHenry	10	0	1	3	3	2	3	1
52401 Moraine Valley	48	1	18	25	10	7	40	0
52701 Morton	10	2	5	4	6	1	7	0
53501 Oakton	40	3	17	14	8	3	39	0
50501 Parkland	7	0	0	1	2	0	3	0
51501 Prairie State	21	0	5	4	1	0	9	0
52101 Rend Lake	0	0	0	0	0	0	0	0
53701 Richland	0	0	0	0	0	0	0	0
51101 Rock Valley	3	0	2	3	1	1	2	0
51801 Sandburg	0	0	0	0	0	0	0	5
50601 Sauk Valley	2	0	0	1	0	0	2	0
53101 Shawnee	0	0	0	0	0	0	0	0
51001 South Suburban	25	0	6	6	1	3	6	0
53301 Southeastern	0	0	0	1	0	0	0	0
53401 Spoon River	0	0	0	0	0	0	0	0
60101 State Community	0	0	0	0	0	0	0	0
50401 Triton	34	18	19	28	48	7	53	0
51601 Waubesa	1	1	0	4	1	0	1	0
53901 Wood	0	0	0	0	0	0	0	0
Total	567	52	187	252	251	91	374	11

SOURCE OF DATA: Shared Enrollment and Graduation File and ICCB Fall Enrollment Data (E1)

Illinois Community College Board

Table B-1

FALL 1987 ENTERING COMMUNITY COLLEGE STUDENTS WHO TRANSFERRED
BY RECEIVING UNIVERSITY AND COMMUNITY COLLEGE

Dist. No.	District/College	National- Louis University 1733	North Central College 1734	Rockford College 1748	St. Joseph College of Nursing 6243	St. John's College 30131	University of Chicago 1774	COOPERATING PRIVATE IN-STATE COLLEGE & UNIVERSITY SUB-TOTAL*	Iowa State University 1869	OVERALL GRAND TOTAL*
52201	Belleville	0	0	1	0	0	0	4	0	295
50301	Black Hawk	0	0	0	0	0	1	25	1	240
50800	Chicago	(29)	(0)	(0)	(1)	(0)	(3)	(453)	(0)	(1,240)
50809	City-Wide	7	0	0	0	0	0	46	0	119
50806	Daley	3	0	0	1	0	0	77	0	235
50801	Kennedy-King	1	0	0	0	0	0	18	0	68
50803	Malcolm X	4	0	0	0	0	0	11	0	35
50805	Olive-Harvey	1	0	0	0	0	1	41	0	159
50804	Truman	3	0	0	0	0	0	60	0	137
50802	Washington	5	0	0	0	0	2	115	0	246
50807	Wilbur Wright	5	0	0	0	0	0	85	0	241
50701	Danville	0	1	0	0	0	0	6	0	117
50201	DuPage	36	43	2	1	0	2	467	4	1,358
50901	Elgin	2	0	1	0	0	0	46	0	203
51201	Harper	5	4	2	0	0	3	198	6	797
51901	Highland	0	0	14	0	0	0	20	2	198
51401	Illinois Central	0	0	0	0	0	0	14	0	291
52900	Illinois Eastern	(0)	(0)	(0)	(0)	(0)	(0)	(1)	(0)	(205)
52904	Frontier	0	0	0	0	0	0	0	0	11
52901	Lincoln Trail	0	0	0	0	0	0	0	0	30
52902	Olney Central	0	0	0	0	0	0	1	0	95
52903	Wabash Valley	0	0	0	0	0	0	0	0	69
51301	Illinois Valley	0	3	1	0	0	0	19	0	215
52501	Joliet	3	1	0	15	0	0	95	1	389
52001	Kankakee	1	0	0	0	0	0	6	0	86
50101	Kaskaskia	0	0	0	0	0	0	2	0	102
52301	Kishwaukee	1	1	0	0	0	0	9	0	58
53201	Lake County	3	1	0	0	0	0	49	1	286
51701	Lake Land	0	0	0	0	0	0	2	0	184
53601	Lewis & Clark	0	0	0	0	0	0	1	0	143
52601	Lincoln Land	1	0	0	0	2	0	8	0	311
53001	Logan	0	0	0	0	0	0	3	0	205
52801	McHenry	2	1	0	0	0	0	29	0	111
52401	Moraine Valley	5	1	0	0	0	1	168	1	703
52701	Morton	0	0	0	0	0	0	38	0	94
53501	Oakton	13	0	0	0	0	0	139	0	337
50501	Parkland	1	0	0	0	0	0	15	0	336
51501	Prairie State	2	0	0	0	0	0	45	0	198
52101	Rend Lake	0	0	0	0	0	0	0	0	141
53701	Richland	0	0	0	0	0	0	0	0	153
51101	Rock Valley	0	0	52	0	0	0	78	0	325
51801	Sandburg	0	0	0	0	0	0	5	0	50
50601	Sauk Valley	0	0	2	0	0	0	9	0	112
53101	Shawnee	0	0	0	0	0	0	0	0	41
51001	South Suburban	1	0	0	0	0	0	52	0	264
53301	Southeastern	0	0	0	0	0	0	1	0	84
53401	Spoon River	0	0	0	0	0	0	0	0	51
60101	State Community	1	0	0	0	0	0	1	0	13
50401	Triton	6	1	0	0	0	1	219	0	544
51601	Waubonsee	0	2	0	0	0	0	32	0	140
53901	Wood	0	0	0	0	0	0	0	0	42
Total		112	59	85	17	2	11	2,259	16	10,662

* Duplicated count due to students transferring to more than one university.

SOURCE OF DATA: Shared Enrollment and Graduation File and ICCB Fall Enrollment Data (E1)

Illinois Community College Board

Table B-2

FALL 1987 ENTERING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE

Community College	General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Belleville 52201	0		1,417		1,253		2,670	
Earned 12+ Hours	0	----	921	65.0%	726	57.9%	1,647	61.7%
Public In-State Schools Only Transfers	0	----	230	25.0%	61	8.4%	291	17.7%
All Cooperating Schools Transfers	0	----	233	25.3%	62	8.5%	295	17.9%
Black Hawk 50301	13		883		854		1,750	
Earned 12+ Hours	1	7.7%	644	72.9%	569	66.6%	1,214	69.4%
Public In-State Schools Only Transfers	0	----	186	28.9%	28	4.9%	214	17.6%
All Cooperating Schools Transfers	0	----	210	32.6%	30	5.3%	240	19.8%
Chicago-City-Wide 50809	2		147		643		792	
Earned 12+ Hours	0	----	21	14.3%	280	43.5%	301	38.0%
Public In-State Schools Only Transfers	0	----	2	9.5%	13	4.6%	15	5.0%
All Cooperating Schools Transfers	0	----	4	19.0%	27	9.6%	31	10.3%
Chicago-Daley 50806	21		586		325		932	
Earned 12+ Hours	15	71.4%	450	76.8%	211	64.9%	676	72.5%
Public In-State Schools Only Transfers	2	13.3%	92	20.4%	26	12.3%	120	17.8%
All Cooperating Schools Transfers	3	20.0%	134	29.8%	37	17.5%	174	25.7%
Chicago-Kennedy King 50801	25		551		173		749	
Earned 12+ Hours	17	68.0%	342	62.1%	119	68.8%	478	63.8%
Public In-State Schools Only Transfers	1	5.9%	37	10.8%	12	10.1%	50	10.5%
All Cooperating Schools Transfers	2	11.8%	47	13.7%	18	15.1%	67	14.0%

Illinois Community College Board

Table B-2
(Continued)

FALL 1987 ENTERING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE

Community College		General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Chicago-Malcolm X	50803	275		54		58		387	
Earned 12+ Hours		210	76.4%	37	68.5%	52	89.7%	299	77.3%
Public In-State Schools Only Transfers		13	6.2%	5	13.5%	4	7.7%	22	7.4%
All Cooperating Schools Transfers		18	8.6%	7	18.9%	5	9.6%	30	10.0%
Chicago-Olive-Harvey	50805	96		471		153		720	
Earned 12+ Hours		72	75.0%	344	73.0%	119	77.8%	535	74.3%
Public In-State Schools Only Transfers		12	16.7%	71	20.6%	19	16.0%	102	19.1%
All Cooperating Schools Transfers		16	22.2%	96	27.9%	23	19.3%	135	25.2%
Chicago-Truman	50804	123		239		195		557	
Earned 12+ Hours		98	79.7%	162	67.8%	139	71.3%	399	71.6%
Public In-State Schools Only Transfers		9	9.2%	34	21.0%	9	6.5%	52	13.0%
All Cooperating Schools Transfers		16	16.3%	56	34.6%	19	13.7%	91	22.8%
Chicago-Washington	50802	18		983		503		1,504	
Earned 12+ Hours		7	38.9%	580	59.0%	314	62.4%	901	59.9%
Public In-State Schools Only Transfers		2	28.6%	65	11.2%	40	12.7%	107	11.9%
All Cooperating Schools Transfers		2	28.6%	125	21.6%	68	21.7%	195	21.6%
Chicago-Wright	50807	240		393		824		1,457	
Earned 12+ Hours		127	52.9%	233	59.3%	568	68.9%	928	63.7%
Public In-State Schools Only Transfers		12	9.4%	50	21.5%	83	14.6%	145	15.6%
All Cooperating Schools Transfers		21	16.5%	74	31.8%	128	22.5%	223	24.0%

Illinois Community College Board

Table B-2
(Continued)

FALL 1987 ENTERING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE

Community College		General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Danville	50701	0		315		256		571	
Earned 12+ Hours		0	----	273	86.7%	220	85.9%	493	86.3%
Public In-State Schools Only Transfers		0	----	92	33.7%	19	8.6%	111	22.5%
All Cooperating Schools Transfers		0	----	98	35.9%	19	8.6%	117	23.7%
DuPage	50201	442		2,941		2,143		5,526	
Earned 12+ Hours		223	50.5%	1,986	67.5%	1,184	55.2%	3,393	61.4%
Public In-State Schools Only Transfers		58	26.0%	598	30.1%	135	11.4%	791	23.3%
All Cooperating Schools Transfers		78	35.0%	887	44.7%	224	18.9%	1,189	35.0%
Elgin	50901	41		806		289		1,136	
Earned 12+ Hours		39	95.1%	559	69.4%	163	56.4%	761	67.0%
Public In-State Schools Only Transfers		16	41.0%	129	23.1%	12	7.4%	157	20.6%
All Cooperating Schools Transfers		19	48.7%	171	30.6%	13	8.0%	203	26.7%
Harper	51201	0		1,630		1,080		2,710	
Earned 12+ Hours		0	----	1,258	77.2%	642	59.4%	1,900	70.1%
Public In-State Schools Only Transfers		0	----	353	28.1%	84	13.1%	437	23.0%
All Cooperating Schools Transfers		0	----	456	36.2%	120	18.7%	576	30.3%
Highland	51901	24		496		422		942	
Earned 12+ Hours		12	50.0%	430	86.7%	266	63.0%	708	75.2%
Public In-State Schools Only Transfers		2	16.7%	156	36.3%	18	6.8%	176	24.9%
All Cooperating Schools Transfers		2	16.7%	175	40.7%	21	7.9%	198	28.0%

Illinois Community College Board

Table B-2
(Continued)

FALL 1987 ENTERING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE

Community College		General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Illinois Central	51401	305		698		1,092		2,095	
Earned 12+ Hours		238	78.0%	555	79.5%	664	60.8%	1,457	69.5%
Public In-State Schools Only Transfers		48	20.2%	160	28.8%	69	10.4%	277	19.0%
All Cooperating Schools Transfers		51	21.4%	167	30.1%	73	11.0%	291	20.0%
IL Eastern-Frontier	52904	0		214		64		278	
Earned 12+ Hours		0	----	35	16.4%	10	15.6%	45	16.2%
Public In-State Schools Only Transfers		0	----	11	31.4%	0	----	11	24.4%
All Cooperating Schools Transfers		0	----	11	31.4%	0	----	11	24.4%
IL Eastern-Lincoln	52901	34		140		119		293	
Earned 12+ Hours		15	44.1%	102	72.9%	78	65.5%	195	66.6%
Public In-State Schools Only Transfers		2	13.3%	26	25.5%	2	2.6%	30	15.4%
All Cooperating Schools Transfers		2	100.0%	26	100.0%	2	100.0%	30	100.0%
IL Eastern-Olney	52902	2		373		166		541	
Earned 12+ Hours		1	50.0%	218	58.4%	105	63.3%	324	59.9%
Public In-State Schools Only Transfers		0	----	88	40.4%	6	5.7%	94	29.0%
All Cooperating Schools Transfers		0	----	89	40.8%	6	5.7%	95	29.3%
IL Eastern-Wabash	52903	1		241		267		509	
Earned 12+ Hours		1	100.0%	175	72.6%	156	58.4%	332	65.2%
Public In-State Schools Only Transfers		1	100.0%	48	27.4%	20	12.8%	69	20.8%
All Cooperating Schools Transfers		1	100.0%	48	27.4%	20	12.8%	69	20.8%

Illinois Community College Board

Table B-2
(Continued)

FALL 1987 ENTERING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE

Community College		General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Illinois Valley	51301	8		663		526		1,197	
Earned 12+ Hours		3	37.5%	513	77.4%	260	49.4%	776	64.8%
Public In-State Schools Only Transfers		0	----	174	33.9%	22	8.5%	196	25.3%
All Cooperating Schools Transfers		1	33.3%	189	36.8%	25	9.6%	215	27.7%
Joliet	52501	25		1,474		977		2,476	
Earned 12+ Hours		5	20.0%	998	67.7%	604	61.8%	1,607	64.9%
Public In-State Schools Only Transfers		1	20.0%	239	23.9%	53	8.8%	293	18.2%
All Cooperating Schools Transfers		1	20.0%	309	31.0%	79	13.1%	389	24.2%
Kankakee	52001	4		340		349		693	
Earned 12+ Hours		4	100.0%	244	71.8%	186	53.3%	434	62.6%
Public In-State Schools Only Transfers		1	25.0%	69	28.3%	10	5.4%	80	18.4%
All Cooperating Schools Transfers		1	25.0%	75	30.7%	10	5.4%	86	19.8%
Kaskaskia	50101	8		291		316		615	
Earned 12+ Hours		7	87.5%	200	68.7%	222	70.3%	429	69.8%
Public In-State Schools Only Transfers		2	28.6%	78	39.0%	20	9.0%	100	23.3%
All Cooperating Schools Transfers		2	28.6%	80	40.0%	20	9.0%	102	23.8%
Kishwaukee	52301	20		202		143		365	
Earned 12+ Hours		3	15.0%	172	85.1%	90	62.9%	265	72.6%
Public In-State Schools Only Transfers		0	----	42	24.4%	7	7.8%	49	18.5%
All Cooperating Schools Transfers		1	33.3%	50	29.1%	7	7.8%	58	21.9%

Illinois Community College Board

Table B-2
(Continued)

FALL 1987 ENTERING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE

Community College		General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Lake County	53201	0		1,206		735		1,941	
Earned 12+ Hours		0	----	756	62.7%	442	60.1%	1,198	61.7%
Public In-State Schools Only Transfers		0	----	194	25.7%	42	9.5%	236	19.7%
All Cooperating Schools Transfers		0	----	229	30.3%	57	12.9%	286	23.9%
Lake Land	51701	0		546		633		1,179	
Earned 12+ Hours		0	----	360	65.9%	365	57.7%	725	61.5%
Public In-State Schools Only Transfers		0	----	145	40.3%	37	10.1%	182	25.1%
All Cooperating Schools Transfers		0	----	147	40.8%	37	10.1%	184	25.4%
Lewis & Clark	53601	15		631		648		1,294	
Earned 12+ Hours		10	66.7%	397	62.9%	332	51.2%	739	57.1%
Public In-State Schools Only Transfers		0	----	116	29.2%	26	7.8%	142	19.2%
All Cooperating Schools Transfers		0	----	116	29.2%	27	8.1%	143	19.4%
Lincoln Land	52601	0		944		559		1,503	
Earned 12+ Hours		0	----	725	76.8%	361	64.6%	1,086	72.3%
Public In-State Schools Only Transfers		0	----	249	34.3%	54	15.0%	303	27.9%
All Cooperating Schools Transfers		0	----	256	35.3%	55	15.2%	311	28.6%
Logan	53001	0		495		533		1,028	
Earned 12+ Hours		0	----	366	73.9%	333	62.5%	699	68.0%
Public In-State Schools Only Transfers		0	----	156	42.6%	46	13.8%	202	28.9%
All Cooperating Schools Transfers		0	----	158	43.2%	47	14.1%	205	29.3%

Illinois Community College Board

Table B-2
(Continued)

FALL 1987 ENTERING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE

Community College	General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
McHenry 52801	1		455		326		782	
Earned 12+ Hours	1	100.0%	326	71.6%	112	34.4%	439	56.1%
Public In-State Schools Only Transfers	0	----	76	23.3%	6	5.4%	82	18.7%
All Cooperating Schools Transfers	1	100.0%	104	31.9%	6	5.4%	111	25.3%
Moraine Valley 52401	0		1,821		1,338		3,159	
Earned 12+ Hours	0	----	1,425	78.3%	793	59.3%	2,218	70.2%
Public In-State Schools Only Transfers	0	----	408	28.6%	126	15.9%	534	24.1%
All Cooperating Schools Transfers	0	----	533	37.4%	170	21.4%	703	31.7%
Morton 52701	0		340		238		578	
Earned 12+ Hours	0	----	237	69.7%	139	58.4%	376	65.1%
Public In-State Schools Only Transfers	0	----	47	19.8%	9	6.5%	56	14.9%
All Cooperating Schools Transfers	0	----	77	32.5%	17	12.2%	94	25.0%
Oakton 53501	0		1,208		481		1,689	
Earned 12+ Hours	0	----	868	71.9%	273	56.8%	1,141	67.6%
Public In-State Schools Only Transfers	0	----	167	19.2%	31	11.4%	198	17.4%
All Cooperating Schools Transfers	0	----	292	33.6%	45	16.5%	337	29.5%
Parkland 50501	198		871		864		1,933	
Earned 12+ Hours	76	38.4%	572	65.7%	499	57.8%	1,147	59.3%
Public In-State Schools Only Transfers	19	25.0%	246	43.0%	56	11.2%	321	28.0%
All Cooperating Schools Transfers	21	27.6%	255	44.6%	60	12.0%	336	29.3%

Illinois Community College Board

Table B-2
(Continued)

FALL 1987 ENTERING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE

Community College	General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Prairie State 51501	117		711		445		1,273	
Earned 12+ Hours	14	12.0%	465	65.4%	233	52.4%	712	55.9%
Public In-State Schools Only Transfers	0	----	130	28.0%	23	9.9%	153	21.5%
All Cooperating Schools Transfers	0	----	163	35.1%	35	15.0%	198	27.8%
Rolland Lake 52101	0		583		388		971	
Earned 12+ Hours	0	----	386	66.2%	278	71.6%	664	68.4%
Public In-State Schools Only Transfers	0	----	114	29.5%	27	9.7%	141	21.2%
All Cooperating Schools Transfers	0	----	114	29.5%	27	9.7%	141	21.2%
Richland 53701	3		581		481		1,065	
Earned 12+ Hours	1	33.3%	388	66.8%	252	52.4%	641	60.2%
Public In-State Schools Only Transfers	0	----	127	32.7%	26	10.3%	153	23.9%
All Cooperating Schools Transfers	0	----	127	32.7%	26	10.3%	153	23.9%
Rock Valley 51101	1		1,185		438		1,624	
Earned 12+ Hours	0	----	795	67.1%	222	50.7%	1,017	62.6%
Public In-State Schools Only Transfers	0	----	229	28.8%	18	8.1%	247	24.3%
All Cooperating Schools Transfers	0	----	301	37.9%	24	10.8%	325	32.0%
Sandburg 51801	0		171		153		324	
Earned 12+ Hours	0	----	126	73.7%	127	83.0%	253	78.1%
Public In-State Schools Only Transfers	0	----	34	27.0%	11	8.7%	45	17.8%
All Cooperating Schools Transfers	0	----	37	29.4%	13	10.2%	50	19.8%

Illinois Community College Board

Table B-2
(Continued)

FALL 1987 ENTERING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE

Community College		General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Sauk Valley	50601	1		467		388		856	
Earned 12+ Hours		1	100.0%	349	74.7%	297	76.5%	647	75.6%
Public In-State Schools Only Transfers		0	----	89	25.5%	14	4.7%	103	15.9%
All Cooperating Schools Transfers		0	----	97	27.8%	15	5.1%	112	17.3%
Shawnee	53101	0		106		166		272	
Earned 12+ Hours		0	----	77	72.6%	118	71.1%	195	71.7%
Public In-State Schools Only Transfers		0	----	24	31.2%	17	14.4%	41	21.0%
All Cooperating Schools Transfers		0	----	24	31.2%	17	14.4%	41	21.0%
South Suburban	51001	0		915		891		1,806	
Earned 12+ Hours		0	----	537	58.7%	503	56.5%	1,040	57.6%
Public In-State Schools Only Transfers		0	----	135	25.1%	77	15.3%	212	20.4%
All Cooperating Schools Transfers		0	----	179	33.3%	85	16.9%	264	25.4%
Southeastern	53301	0		295		405		700	
Earned 12+ Hours		0	----	213	72.2%	255	63.0%	468	66.9%
Public In-State Schools Only Transfers		0	----	72	33.8%	11	4.3%	83	17.7%
All Cooperating Schools Transfers		0	----	72	33.8%	12	4.7%	84	17.9%
Spoon River	53401	6		162		162		330	
Earned 12+ Hours		5	83.3%	127	78.4%	111	68.5%	243	73.6%
Public In-State Schools Only Transfers		1	20.0%	40	31.5%	10	9.0%	51	21.0%
All Cooperating Schools Transfers		1	20.0%	40	31.5%	10	9.0%	51	21.0%

Illinois Community College Board

Table B-2
(Continued)

FALL 1987 ENTERING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE

Community College		General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
State Community College	60101	0		115		113		228	
Earned 12+ Hours		0	----	83	72.2%	82	72.6%	165	72.4%
Public In-State Schools Only Transfers		0	----	8	9.6%	4	4.9%	12	7.3%
All Cooperating Schools Transfers		0	----	8	9.6%	5	6.1%	13	7.9%
Triton	50401	0		1,993		1,743		3,736	
Earned 12+ Hours		0	----	1,368	68.6%	1,027	58.9%	2,395	64.1%
Public In-State Schools Only Transfers		0	----	261	19.1%	64	6.2%	325	13.6%
All Cooperating Schools Transfers		0	----	423	30.9%	121	11.8%	544	22.7%
Waubonsee	51601	9		460		577		1,046	
Earned 12+ Hours		5	55.6%	287	62.4%	252	43.7%	544	52.0%
Public In-State Schools Only Transfers		1	20.0%	79	27.5%	28	11.1%	108	19.9%
All Cooperating Schools Transfers		2	40.0%	97	33.8%	41	16.3%	140	25.7%
Wood	53901	0		331		231		562	
Earned 12+ Hours		0	----	212	64.0%	180	77.9%	392	69.8%
Public In-State Schools Only Transfers		0	----	39	18.4%	3	1.7%	42	10.7%
All Cooperating Schools Transfers		0	----	39	18.4%	3	1.7%	42	10.7%
TOTAL		2,078		33,140		26,126		61,344	
Earned 12+ Hours		1,211	58.3%	22,897	69.1%	15,533	59.5%	39,641	64.6%
Public In-State Schools Only Transfers		203	16.8%	6,220	27.2%	1,538	9.9%	7,961	20.1%
All Cooperating Schools Transfers		262	21.6%	7,705	33.7%	2,011	12.9%	9,978	25.2%

SOURCE OF DATA: Shared Enrollment and Graduation File and ICCB Fall Enrollment File (E1)

Illinois Community College Board

Table B-3

FALL 1987 ENTERING STUDENTS BY PROGRAM AND INTENT

INTENT	General Associate Number Percent	Baccalaureate/Transfer Number Percent	Occupational Number Percent	GRAND TOTAL Number Percent
TRANSFER				
Earned 12+ Hours	91	11,721	1,461	13,273
Public In-State Schools Only Transfers	42 46.2%	3,829 32.7%	333 22.8%	4,204 31.7%
All Cooperating Schools Transfers	48 52.7%	4,770 40.7%	408 27.9%	5,226 39.4%
BASIC SKILLS				
Earned 12+ Hours	4	108	115	227
Public In-State Schools Only Transfers	0 —	17 15.7%	11 9.6%	28 12.3%
All Cooperating Schools Transfers	0 —	20 18.5%	15 13.0%	35 15.4%
PERSONAL INTEREST				
Earned 12+ Hours	17	549	327	893
Public In-State Schools Only Transfers	3 17.6%	92 16.8%	22 6.7%	117 13.1%
All Cooperating Schools Transfers	4 23.5%	123 22.4%	29 8.9%	156 17.5%
GED PREPARATION				
Earned 12+ Hours	10	64	61	135
Public In-State Schools Only Transfers	1 10.0%	14 21.9%	4 6.6%	19 14.1%
All Cooperating Schools Transfers	1 10.0%	16 25.0%	8 13.1%	25 18.5%
CAREER PREPARATION				
Earned 12+ Hours	67	4,530	8,538	13,135
Public In-State Schools Only Transfers	7 10.4%	1,001 22.1%	648 7.6%	1,656 12.6%
All Cooperating Schools Transfers	9 13.4%	1,167 25.8%	858 10.0%	2,034 15.5%
SKILLS IMPROVEMENT				
Earned 12+ Hours	13	388	801	1,202
Public In-State Schools Only Transfers	1 7.7%	53 13.7%	32 4.0%	86 7.2%
All Cooperating Schools Transfers	1 7.7%	70 18.0%	40 5.0%	111 9.2%
CAREER EXPLORATION				
Earned 12+ Hours	21	1,148	578	1,747
Public In-State Schools Only Transfers	2 9.5%	244 21.3%	65 11.2%	311 17.8%
All Cooperating Schools Transfers	2 9.5%	295 25.7%	89 15.4%	386 22.1%
OTHER/UNKNOWN				
Earned 12+ Hours	988	4,389	3,652	9,029
Public In-State Schools Only Transfers	147 14.9%	970 22.1%	423 11.6%	1,540 17.1%
All Cooperating Schools Transfers	197 19.9%	1,244 28.3%	564 15.4%	2,005 22.2%
TOTAL				
Earned 12+ Hours	1,211	22,897	15,533	39,641
Public In-State Schools Only Transfers	203 16.8%	6,220 27.2%	1,538 9.9%	7,961 20.1%
All Cooperating Schools Transfers	262 21.6%	7,705 33.7%	2,011 12.9%	9,978 25.2%

SOURCE OF DATA: Shared Enrollment and Graduation File

Illinois Community College Board

Table B-4

FALL 1987 ENTERING STUDENTS BY PROGRAM AND RACE/ETHNICITY

RACIAL/ETHNICITY	General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ASIAN	97		831		584		1,512	
Earned 12+ Hours	74	76.3%	577	69.4%	342	58.6%	993	65.7%
Public In-State Schools Only Transfers	16	21.6%	139	24.1%	53	15.5%	208	20.9%
All Cooperating Schools Transfers	20	27.0%	229	39.7%	87	25.4%	336	33.8%
AMERICAN INDIAN	5		131		140		276	
Earned 12+ Hours	3	60.0%	87	66.4%	98	70.0%	188	68.1%
Public In-State Schools Only Transfers	0	----	16	18.4%	14	14.3%	30	16.0%
All Cooperating Schools Transfers	0	----	18	20.7%	14	14.3%	32	17.0%
BLACK	555		3,905		2,982		7,442	
Earned 12+ Hours	394	71.0%	2,582	66.1%	1,906	63.9%	4,882	65.6%
Public In-State Schools Only Transfers	34	8.6%	385	14.9%	154	8.1%	573	11.7%
All Cooperating Schools Transfers	46	11.7%	546	21.1%	233	12.2%	825	16.9%
HISPANIC	99		904		860		1,863	
Earned 12+ Hours	55	55.6%	583	64.5%	556	64.7%	1,194	64.1%
Public In-State Schools Only Transfers	2	3.6%	81	13.9%	44	7.9%	127	10.6%
All Cooperating Schools Transfers	6	10.9%	118	20.2%	72	12.9%	196	16.4%
WHITE	1,256		27,055		21,244		49,555	
Earned 12+ Hours	661	52.6%	18,902	69.9%	12,485	58.8%	32,048	64.7%
Public In-State Schools Only Transfers	149	22.5%	5565	29.4%	1267	10.1%	6,981	21.8%
All Cooperating Schools Transfers	187	28.3%	6,750	35.7%	1,590	12.7%	8,527	26.6%
ALIEN	2		59		27		88	
Earned 12+ Hours	1	50.0%	36	61.0%	20	74.1%	57	64.8%
Public In-State Schools Only Transfers	0	----	12	33.3%	1	5.0%	13	22.8%
All Cooperating Schools Transfers	0	----	14	38.9%	2	10.0%	16	28.1%
UNKNOWN	64		255		289		608	
Earned 12+ Hours	23	35.9%	130	51.0%	126	43.6%	279	45.9%
Public In-State Schools Only Transfers	2	8.7%	22	16.9%	5	4.0%	29	10.4%
All Cooperating Schools Transfers	3	13.0%	30	23.1%	13	10.3%	46	16.5%
TOTAL	2,078		33,140		26,126		61,344	
Earned 12+ Hours	1,211	58.3%	22,897	69.1%	15,533	59.5%	39,641	64.6%
Public In-State Schools Only Transfers	203	16.8%	6,220	27.2%	1,538	9.9%	7,961	20.1%
All Cooperating Schools Transfers	262	21.6%	7,705	33.7%	2,011	12.9%	9,978	25.2%

SOURCE OF DATA: Shared Enrollment and Graduation File

Illinois Community College Board

Table B-5

FALL 1987 ENTERING STUDENTS BY RACE/ETHNICITY AND INTENT

Intent	ASIAN		AMERICAN INDIAN		AFRICAN AMERICAN		HISPANIC	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
TRANSFER	367		26		861		282	
Earned 12+ Hours	277	75.5%	23	88.5%	637	74.0%	201	71.3%
Public In-State Schools Only Transfers	85	30.7%	3	13.0%	104	16.3%	35	17.4%
All Cooperating Schools Transfers	129	46.6%	3	13.0%	142	22.3%	47	23.4%
BASIC SKILLS	18		1		33		45	
Earned 12+ Hours	8	44.4%	0	---	25	75.8%	18	40.0%
Public In-State Schools Only Transfers	1	12.5%	0	---	0	---	0	---
All Cooperating Schools Transfers	1	12.5%	0	---	0	---	0	---
PERSONAL INTEREST	42		7		164		68	
Earned 12+ Hours	15	35.7%	0	---	62	37.8%	27	39.7%
Public In-State Schools Only Transfers	1	6.7%	0	---	4	6.5%	4	14.8%
All Cooperating Schools Transfers	3	20.0%	0	---	8	12.9%	5	18.5%
GED PREPARATION	8		0		43		15	
Earned 12+ Hours	4	50.0%	0	---	15	34.9%	7	46.7%
Public In-State Schools Only Transfers	0	0.0%	0	---	2	13.3%	0	---
All Cooperating Schools Transfers	0	0.0%	0	---	3	20.0%	0	---
CAREER PREPARATION	275		68		1,559		429	
Earned 12+ Hours	180	65.5%	44	64.7%	1,011	64.8%	277	64.6%
Public In-State Schools Only Transfers	25	13.9%	3	6.8%	65	6.4%	21	7.6%
All Cooperating Schools Transfers	39	21.7%	3	6.8%	96	9.5%	36	13.0%
SKILLS IMPROVEMENT	56		9		194		92	
Earned 12+ Hours	19	33.9%	2	22.2%	73	37.6%	45	48.9%
Public In-State Schools Only Transfers	3	15.8%	0	---	6	8.2%	2	4.4%
All Cooperating Schools Transfers	3	15.8%	0	---	11	15.1%	4	8.9%
CAREER EXPLORATION	36		6		163		74	
Earned 12+ Hours	25	69.4%	6	100.0%	106	65.0%	57	77.0%
Public In-State Schools Only Transfers	4	16.0%	1	16.7%	6	5.7%	6	10.5%
All Cooperating Schools Transfers	7	28.0%	1	16.7%	14	13.2%	7	12.3%
OTHER/UNKNOWN	710		159		4,425		858	
Earned 12+ Hours	465	65.5%	113	71.1%	2,953	66.7%	562	65.5%
Public In-State Schools Only Transfers	89	19.1%	23	20.4%	386	13.1%	59	10.5%
All Cooperating Schools Transfers	154	33.1%	25	22.1%	551	18.7%	97	17.3%
TOTAL	1,512		276		7,442		1,863	
Earned 12+ Hours	993	65.7%	188	68.1%	4,882	65.6%	1,194	64.1%
Public In-State Schools Only Transfers	208	20.9%	30	16.0%	573	11.7%	127	10.6%
All Cooperating Schools Transfers	336	33.8%	32	17.0%	825	16.9%	196	16.4%

SOURCE OF DATA: Shared Enrollment and Graduation Files

Illinois Community College Board

Table B-5

FALL 1987 ENTERING STUDENTS BY RACE/ETHNICITY AND INTENT

Intent	WHITE		ALIEN		UNKNOWN		GRAND TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
TRANSFER	14984		23		81		16,604	
Earned 12+ Hours	12080	80.6%	14	60.9%	41	67.2%	13,273	79.9%
Public In-State Schools Only Transfers	3964	32.6%	4	28.6%	9	22.0%	4,204	31.7%
All Cooperating Schools Transfers	4888	40.5%	4	28.6%	13	31.7%	5,226	39.4%
BASIC SKILLS	345		2		1		445	
Earned 12+ Hours	174	50.4%	1	50.0%	1	100.0%	227	51.0%
Public In-State Schools Only Transfers	27	15.5%	0	—	0	—	28	12.3%
All Cooperating Schools Transfers	33	19.0%	1	100.0%	0	—	35	15.4%
PERSONAL INTEREST	2764		9		15		3,089	
Earned 12+ Hours	784	28.4%	3	33.3%	2	13.3%	893	29.1%
Public In-State Schools Only Transfers	108	13.8%	0	—	0	—	117	13.1%
All Cooperating Schools Transfers	138	17.6%	2	66.7%	0	—	156	17.5%
GED PREPARATION	278		1		4		349	
Earned 12+ Hours	107	38.5%	1	100.0%	1	25.0%	135	38.7%
Public In-State Schools Only Transfers	17	15.9%	0	—	0	—	19	14.1%
All Cooperating Schools Transfers	22	20.6%	0	—	0	—	25	18.5%
CAREER PREPARATION	17509		35		73		19,948	
Earned 12+ Hours	11558	65.0%	27	77.1%	38	52.1%	13,135	65.8%
Public In-State Schools Only Transfers	1534	13.3%	6	22.2%	2	5.3%	1,656	12.6%
All Cooperating Schools Transfers	1847	16.0%	6	22.2%	7	18.4%	2,034	15.5%
SKILLS IMPROVEMENT	3457		2		19		3,829	
Earned 12+ Hours	1052	30.4%	2	100.0%	9	47.4%	1,202	31.4%
Public In-State Schools Only Transfers	74	7.0%	1	50.0%	0	0.0%	86	7.2%
All Cooperating Schools Transfers	92	8.7%	1	50.0%	0	0.0%	111	9.2%
CAREER EXPLORATION	2229		4		12		2,524	
Earned 12+ Hours	1547	69.4%	1	25.0%	5	41.7%	1,747	69.2%
Public In-State Schools Only Transfers	293	18.9%	1	100.0%	0	0.0%	311	17.8%
All Cooperating Schools Transfers	356	23.0%	1	100.0%	0	0.0%	386	22.1%
OTHER/UNKNOWN	7989		12		423		14,576	
Earned 12+ Hours	4746	59.4%	8	66.7%	182	43.0%	9,029	61.9%
Public In-State Schools Only Transfers	964	20.3%	1	12.5%	18	9.9%	1,540	17.1%
All Cooperating Schools Transfers	1151	24.3%	1	12.5%	26	14.3%	2,005	22.2%
TOTAL	49,555		88		608		61,344	
Earned 12+ Hours	32,048	64.7%	57	64.8%	279	45.9%	39,641	64.6%
Public In-State Schools Only Transfers	6,981	21.8%	13	22.8%	29	10.4%	7,961	20.1%
All Cooperating Schools Transfers	8,527	26.6%	16	28.1%	46	16.5%	9,978	25.2%

SOURCE OF DATA: Shared Enrollment and Graduation Files

APPENDIX C

Exiting Cohort Data Tables

Illinois Community College Board

Table C-1-A

SPRING 1988 EXITING COMMUNITY COLLEGE STUDENTS WHO TRANSFERRED
IN FALL BY RECEIVING UNIVERSITY AND COMMUNITY COLLEGE

Dist. No.	District/College	Chicago State University 1694	Eastern Illinois University 1674	Governors State University 9145	Illinois State University 1692	Northeastern Illinois University 1693	Northern Illinois University 1737
52201	Belleville	0	25	0	20	0	1
50301	Black Hawk	1	0	0	38	0	25
50800	Chicago	(161)	(11)	(27)	(10)	(159)	(38)
50809	City-Wide	3	0	0	0	5	1
50806	Daley	8	3	12	4	3	12
50802	Washington	31	1	1	2	16	8
50801	Kennedy-King	53	0	7	1	9	1
50803	Malcolm X	12	1	0	0	13	0
50805	Olive-Harvey	48	1	3	1	2	7
50804	Truman	5	1	2	0	37	6
50807	Wright	1	4	2	2	74	3
50701	Danville	1	32	0	17	0	2
50201	DuPage	0	41	2	86	2	194
50901	Elgin	0	15	0	16	0	90
51201	Harper	0	41	0	48	30	183
51901	Highland	0	1	1	17	1	36
52900	Illinois Eastern	(1)	(76)	(0)	(4)	(2)	(2)
52904	Frontier	0	12	0	0	0	0
52901	Lincoln Trail	0	25	0	1	1	0
52902	Olney Central	0	29	0	2	1	2
52903	Wabash Valley	1	10	0	1	0	0
51401	Illinois Central	0	18	1	117	0	9
51301	Illinois Valley	0	4	1	73	0	38
52501	Joliet	1	19	46	49	0	64
52001	Kankakee	0	14	18	24	0	4
50101	Kaskaskia	0	25	0	6	0	0
52301	Kishwaukee	0	2	1	11	4	142
53201	Lake County	0	14	1	31	14	74
51701	Lake Land	0	107	2	2	0	0
53601	Lewis & Clark	0	9	0	0	0	1
52601	Lincoln Land	1	28	0	51	1	3
53001	Logan	1	3	0	1	2	0
52801	McHenry	0	2	0	9	2	75
52401	Moraine Valley	5	37	115	37	1	99
52701	Morton	1	4	5	7	2	7
53501	Oakton	1	1	1	21	60	28
50501	Parkland	1	59	0	57	1	5
51501	Prairie State	1	20	63	15	0	15
52101	Rend Lake	0	8	0	5	0	0
53701	Richland	0	18	0	15	0	0
51101	Rock Valley	0	11	1	45	1	114
51801	Sandburg	0	3	0	12	0	3
50601	Sauk Valley	0	0	0	16	1	31
53101	Shawnee	0	0	0	0	0	0
51001	South Suburban	6	17	57	13	0	18
53301	Southeastern	0	5	0	0	0	0
53401	Spoon River	0	3	0	4	0	0
50401	Triton	0	5	2	11	33	36
51601	Waubensee	0	12	2	26	0	90
53901	John Wood	0	0	0	0	0	0
Total		182	690	345	914	316	1,427

SOURCE OF DATA: Shared Enrollment and Graduation File

Illinois Community College Board

Table C-1-A

SPRING 1988 EXITING COMMUNITY COLLEGE STUDENTS WHO TRANSFERRED
IN FALL BY RECEIVING UNIVERSITY AND COMMUNITY COLLEGE

Dist. No.	District/College	Sangamon State University 9333	Southern Illinois University Carbondale 1758	Southern Illinois University Edwardsville 1759	University of Illinois Chicago 1776	University of Illinois Urbana 1775	Western Illinois University 1780	PUBLIC IN-STATE UNIVERSITY TOTAL*
52201	Belleville	2	77	198	0	36	8	367
50301	Black Hawk	1	23	0	16	18	105	227
50800	Chicago	(5)	(34)	(1)	(279)	(22)	(18)	(765)
50809	City-Wide	0	1	0	6	1	0	17
50806	Daley	0	5	0	42	2	5	96
50802	Washington	4	10	0	69	0	3	145
50801	Kennedy-King	0	1	0	13	0	2	87
50803	Malcolm X	0	2	0	7	0	0	35
50805	Olive-Harvey	1	10	1	18	3	5	100
50804	Truman	0	1	0	59	5	1	117
50807	Wright	0	4	0	65	11	2	168
50701	Danville	2	25	1	1	26	2	109
50201	DuPage	1	60	0	99	56	34	575
50901	Elgin	1	27	0	10	13	10	182
51201	Harper	1	28	0	57	36	31	455
51901	Highland	1	9	0	0	8	26	100
52900	Illinois Eastern	(6)	(58)	(15)	(1)	(16)	(2)	(183)
52904	Frontier	0	10	4	0	0	0	26
52901	Lincoln Trail	0	9	1	0	0	0	37
52902	Olney Central	4	14	8	1	12	1	74
52903	Wabash Valley	2	25	2	0	4	1	46
51401	Illinois Central	46	28	1	8	24	33	285
51301	Illinois Valley	10	21	1	3	25	9	185
52501	Joliet	0	24	0	26	35	12	276
52001	Kankakee	0	14	0	6	14	0	94
50101	Kaskaskia	1	74	22	1	8	2	139
52301	Kishwaukee	2	8	0	2	13	2	187
53201	Lake County	0	24	1	27	28	17	231
51701	Lake Land	1	41	6	1	32	4	196
53601	Lewis & Clark	11	13	80	0	8	9	131
52601	Lincoln Land	124	50	13	1	28	20	320
53001	Logan	0	208	19	1	8	0	243
52801	McHenry	0	7	0	5	3	5	108
52401	Moraine Valley	1	34	0	90	29	19	467
52701	Morton	0	2	0	25	3	8	64
53501	Oakton	0	21	1	78	19	8	239
50501	Parkland	5	24	2	23	159	9	345
51501	Prairie State	0	17	0	22	7	8	168
52101	Rend Lake	0	87	7	0	2	0	109
53701	Richland	27	18	1	1	13	6	99
51101	Rock Valley	3	26	1	14	26	20	262
51801	Sandburg	1	8	2	1	2	56	88
50601	Sauk Valley	3	7	0	3	7	7	75
53101	Shawnee	1	46	7	1	1	0	56
51001	South Suburban	2	8	0	24	12	4	161
53301	Southeastern	1	56	4	1	8	1	76
53401	Spoon River	1	1	0	0	2	82	93
50401	Triton	1	16	1	99	19	21	244
51601	Waubonsee	0	10	0	8	13	7	168
53901	John Wood	0	1	0	0	0	1	2
Total		261	1,234	384	934	779	605	8,072

* Duplicated count due to students transferring to more than one university.

SOURCE OF DATA: Shared Enrollment and Graduation File

Illinois Community College Board

Table C-1-B

SPRING 1988 EXITING COMMUNITY COLLEGE STUDENTS WHO TRANSFERRED
LONG TERM (FALL 1988-SPRING 1992) BY RECEIVING UNIVERSITY AND COMMUNITY COLLEGE

Dist No	District/College	Chicago State University 1694	Eastern Illinois University 1674	Governors State University 9145	Illinois State University 1692	Northeastern Illinois University 1693	Northern Illinois University 1737
52201	Belleville	0	25	0	22	1	1
50301	Black Hawk	1	0	0	45	0	27
50800	Chicago	(298)	(11)	(48)	(12)	(250)	(39)
50809	City-Wide	15	0	1	0	10	1
50806	Daley	20	3	19	6	6	13
50802	Washington	64	1	2	2	32	8
50801	Kennedy-King	82	0	9	1	12	1
50803	Malcolm X	24	1	3	0	16	0
50805	Olive-Harvey	81	1	10	1	2	7
50804	Truman	9	1	2	0	62	6
50807	Wright	3	4	2	2	110	3
50701	Danville	1	34	0	19	0	2
50201	DuPage	0	47	3	91	3	210
50901	Elgin	0	15	2	18	1	99
51201	Harper	0	46	4	53	45	197
51901	Highland	0	1	1	20	1	39
52900	Illinois Eastern	(1)	(83)	(0)	(7)	(2)	(2)
52904	Frontier	0	14	0	0	0	0
52901	Lincoln Trail	0	26	0	2	1	0
52902	Olney Central	0	33	0	2	1	2
52903	Wabash Valley	1	10	0	3	0	0
51401	Illinois Central	0	20	1	136	0	9
51301	Illinois Valley	0	4	2	85	0	41
52501	Joliet	1	19	55	56	1	69
52001	Kankakee	0	15	23	26	0	4
50101	Kaskaskia	0	27	0	7	1	0
52301	Kishwaukee	2	2	2	14	6	154
53201	Lake County	0	14	2	32	18	76
51701	Lake Land	0	126	2	4	0	0
53601	Lewis & Clark	0	10	0	1	0	1
52601	Lincoln Land	2	29	0	54	2	5
53001	Logan	1	3	0	3	2	0
52801	McHenry	0	2	0	9	2	77
52401	Moraine Valley	10	38	155	38	2	105
52701	Morton	1	4	5	7	2	8
53501	Oakton	2	1	1	22	73	29
50501	Parkland	1	87	1	69	1	8
51501	Prairie State	4	21	86	20	0	17
52101	Rend Lake	0	9	0	5	0	0
53701	Richland	0	20	0	19	0	0
51101	Rock Valley	0	13	1	53	1	123
51801	Sandburg	0	3	0	12	0	4
50601	Sauk Valley	0	1	0	16	1	35
53101	Shawnee	1	0	0	0	0	0
51001	South Suburban	17	18	77	16	0	18
53301	Southeastern	0	6	0	0	0	0
53401	Spoon River	0	3	0	4	0	0
50401	Triton	5	6	4	12	54	38
51601	Waubensee	0	12	2	28	0	107
53901	Wood	0	0	0	0	0	0
Totals		348	775	478	1,035	469	1,544

SOURCE OF DATA: Shared Enrollment and Graduation File

Illinois Community College Board

Table C-1-B

SPRING 1988 EXITING COMMUNITY COLLEGE STUDENTS WHO TRANSFERRED
LONG TERM (FALL 1988-SPRING 1992) BY RECEIVING UNIVERSITY AND COMMUNITY COLLEGE

Dist No	Sangamon State University 9333	Southern Illinois University Carbondale 1758	Southern Illinois University Edwardsville 1759	University of Illinois Chicago 1776	University of Illinois Urbana 1775	Western Illinois University 1780	PUBLIC IN-STATE UNIVERSITY TOTAL*
52201 Belleville	2	84	227	0	36	8	406
50301 Black Hawk	2	25	0	17	19	121	257
50800 Chicago	(6)	(40)	(1)	(358)	(25)	(21)	(1,109)
50809 City-Wide	0	1	0	10	1	0	39
50806 Daley	0	5	0	57	3	6	138
50802 Washington	4	11	0	91	0	3	218
50801 Kennedy-King	0	1	0	17	0	2	125
50803 Malcolm X	0	2	0	9	0	0	55
50805 Olive-Harvey	2	11	1	21	3	7	147
50804 Truman	0	1	0	72	7	1	161
50807 Wright	0	8	0	81	11	2	226
50701 Danville	3	28	1	1	31	3	123
50201 DuPage	1	65	0	112	60	39	631
50901 Elgin	1	31	0	12	14	10	203
51201 Harper	1	32	0	62	39	34	513
51901 Highland	1	10	0	1	9	29	112
52900 Illinois Eastern	(6)	(71)	(18)	(2)	(16)	(2)	(210)
52904 Frontier	0	10	4	0	0	0	28
52901 Lincoln Trail	0	10	2	0	0	0	41
52902 Olney Central	4	16	9	2	12	1	82
52903 Wabash Valley	2	35	3	0	4	1	59
51401 Illinois Central	58	31	1	8	25	36	325
51301 Illinois Valley	11	22	1	4	25	9	204
52501 Joliet	0	31	0	28	35	16	311
52001 Kankakee	0	14	0	6	14	0	102
50101 Kaskaskia	1	80	27	1	8	3	155
52301 Kishwaukee	2	9	0	2	13	2	208
53201 Lake County	0	29	1	29	28	17	246
51701 Lake Land	5	46	8	2	32	5	230
53601 Lewis & Clark	13	13	101	0	8	9	156
52601 Lincoln Land	144	52	15	2	28	23	356
53001 Logan	1	237	21	1	8	1	278
52801 McHenry	0	7	0	8	3	5	113
52401 Moraine Valley	1	41	0	99	29	21	540
52701 Morton	0	2	0	33	3	8	73
53501 Oakton	0	21	1	84	19	10	263
50501 Parkland	8	31	4	26	173	10	419
51501 Prairie State	0	19	0	24	7	9	207
52101 Rend Lake	0	99	9	0	2	0	124
53701 Richland	34	19	1	1	14	6	114
51101 Rock Valley	3	33	1	15	27	22	292
51801 Sandburg	1	10	2	1	2	61	96
50601 Sauk Valley	3	7	0	5	8	15	91
53101 Shawnee	1	53	8	1	1	0	65
51001 South Suburban	2	9	1	34	12	5	209
53301 Southeastern	1	68	4	1	8	1	89
53401 Spoon River	1	2	0	0	2	89	101
50401 Triton	1	20	1	128	20	26	315
51601 Waubensee	0	10	0	10	13	7	189
53901 Wood	0	1	0	0	0	1	2
Totals	314	1,402	454	1,118	816	684	9,437

* Duplicated count due to students transferring to more than one university.

SOURCE OF DATA: Shared Enrollment and Graduation File

Illinois Community College Board

Table C-2

SPRING 1988 EXITING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE
INCLUDES TRANSFERS IMMEDIATELY IN THE FALL AND LONG TERM (FALL 1988 - SPRING 1992)

Community College	General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Belleville 52201								
Leavers Who Earned 12+ Hours	0		912		743		1,655	
Public In-State Schools Only Fall Transfers	0	----	315	34.5%	52	7.0%	367	22.2%
Public In-State Schools Only Long Term Total Transfers	0	----	342	37.5%	64	8.6%	406	24.5%
Black Hawk 50301								
Leavers Who Earned 12+ Hours	16		713		823		1,552	
Public In-State Schools Only Fall Transfers	1	6.3%	198	27.8%	28	3.4%	227	14.6%
Public In-State Schools Only Long Term Total Transfers	1	6.3%	224	31.4%	32	3.9%	257	16.6%
Chicago - City-Wide 50809								
Leavers Who Earned 12+ Hours	25		180		686		891	
Public In-State Schools Only Fall Transfers	1	4.0%	8	4.4%	8	1.2%	17	1.9%
Public In-State Schools Only Long Term Total Transfers	1	4.0%	11	6.1%	27	3.9%	39	4.4%
Chicago - Daley 50806								
Leavers Who Earned 12+ Hours	34		673		410		1,117	
Public In-State Schools Only Fall Transfers	2	5.9%	76	11.3%	18	4.4%	96	8.6%
Public In-State Schools Only Long Term Total Transfers	4	11.8%	106	15.8%	28	6.8%	138	12.4%
Chicago - Kennedy-King 50801								
Leavers Who Earned 12+ Hours	33		419		577		1,029	
Public In-State Schools Only Fall Transfers	2	6.1%	43	10.3%	42	7.3%	87	8.5%
Public In-State Schools Only Long Term Total Transfers	3	9.1%	62	14.8%	60	10.4%	125	12.1%

Illinois Community College Board

Table C-2
(Continued)

SPRING 1988 EXITING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE
INCLUDES TRANSFERS IMMEDIATELY IN THE FALL AND LONG TERM (FALL 1988 - SPRING 1992)

Community College	General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Chicago - Malcolm X 50803								
Leavers Who Earned 12+ Hours	309		144		296		749	
Public In-State Schools Only Fall Transfers	15	4.9%	10	6.9%	10	3.4%	35	4.7%
Public In-State Schools Only Long Term Total Transfers	22	7.1%	16	11.1%	17	5.7%	55	7.3%
Chicago - Olive-Harvey 50805								
Leavers Who Earned 12+ Hours	74		567		405		1,046	
Public In-State Schools Only Fall Transfers	7	9.5%	70	12.3%	23	5.7%	100	9.6%
Public In-State Schools Only Long Term Total Transfers	11	14.9%	95	16.8%	41	10.1%	147	14.1%
Chicago - Truman 50804								
Leavers Who Earned 12+ Hours	223		565		429		1,217	
Public In-State Schools Only Fall Transfers	12	5.4%	73	12.9%	32	7.5%	117	9.6%
Public In-State Schools Only Long Term Total Transfers	16	7.2%	97	17.2%	48	11.2%	161	13.2%
Chicago-Washington 50802								
Leavers Who Earned 12+ Hours	28		1,251		730		2,009	
Public In-State Schools Only Fall Transfers	2	7.1%	105	8.4%	38	5.2%	145	7.2%
Public In-State Schools Only Long Term Total Transfers	4	14.3%	155	12.4%	59	8.1%	218	10.9%
Chicago - Wilbur Wright 50807								
Leavers Who Earned 12+ Hours	107		848		445		1,400	
Public In-State Schools Only Fall Transfers	8	7.5%	112	13.2%	48	10.8%	168	12.0%
Public In-State Schools Only Long Term Total Transfers	11	10.3%	155	18.3%	60	13.5%	226	16.1%

Illinois Community College Board

Table C-2
(Continued)

SPRING 1988 EXITING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE
INCLUDES TRANSFERS IMMEDIATELY IN THE FALL AND LONG TERM (FALL 1988 - SPRING 1992)

Community College	General Associate Number Percent	Baccalaureate/Transfer Number Percent	Occupational Number Percent	GRAND TOTAL Number Percent
Danville 50701				
Leavers Who Earned 12+ Hours	0	241	353	594
Public In-State Schools Only Fall Transfers	0 ----	93 38.6%	16 4.5%	109 18.4%
Public In-State Schools Only Long Term Total Transfers	0 ----	100 41.5%	23 6.5%	123 20.7%
Du Page 50201				
Leavers Who Earned 12+ Hours	4	1,527	1,119	2,650
Public In-State Schools Only Fall Transfers	0 ----	475 31.1%	100 8.9%	575 21.7%
Public In-State Schools Only Long Term Total Transfers	1 25.0%	517 33.9%	113 10.1%	631 23.8%
Elgin 50901				
Leavers Who Earned 12+ Hours	18	833	531	1,382
Public In-State Schools Only Fall Transfers	2 11.1%	154 18.5%	26 4.9%	182 13.2%
Public In-State Schools Only Long Term Total Transfers	2 11.1%	168 20.2%	33 6.2%	203 14.7%
Harper 51201				
Leavers Who Earned 12+ Hours	0	1,752	1,263	3,015
Public In-State Schools Only Fall Transfers	0 ----	382 21.8%	73 5.8%	455 15.1%
Public In-State Schools Only Long Term Total Transfers	0 ----	427 24.4%	86 6.8%	513 17.0%
Highland 51901				
Leavers Who Earned 12+ Hours	0	374	153	527
Public In-State Schools Only Fall Transfers	0 ----	96 25.7%	4 2.6%	100 19.0%
Public In-State Schools Only Long Term Total Transfers	0 ----	105 28.1%	7 4.6%	112 21.3%

Illinois Community College Board

Table C-2
(Continued)

SPRING 1988 EXITING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE
INCLUDES TRANSFERS IMMEDIATELY IN THE FALL AND LONG TERM (FALL 1988 - SPRING 1992)

Community College	General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Illinois Central 51401								
Leavers Who Earned 12+ Hours	89		678		892		1,659	
Public In-State Schools Only Fall Transfers	13	14.6%	218	32.2%	54	6.1%	285	17.2%
Public In-State Schools Only Long Term Total Transfers	14	15.7%	239	35.3%	72	8.1%	325	19.6%
Illinois Eastern - Lincoln Trail 52901								
Leavers Who Earned 12+ Hours	3		106		88		197	
Public In-State Schools Only Fall Transfers	0	----	34	32.1%	3	3.4%	37	18.8%
Public In-State Schools Only Long Term Total Transfers	0	----	38	35.8%	3	3.4%	41	20.8%
Illinois Eastern - Olney Central 52902								
Leavers Who Earned 12+ Hours	1		171		218		390	
Public In-State Schools Only Fall Transfers	0	----	71	41.5%	3	1.4%	74	19.0%
Public In-State Schools Only Long Term Total Transfers	0	----	77	45.0%	5	2.3%	82	21.0%
Illinois Eastern - Wabash Valley 52903								
Leavers Who Earned 12+ Hours	0		105		750		855	
Public In-State Schools Only Fall Transfers	0	----	31	29.5%	15	2.0%	46	5.4%
Public In-State Schools Only Long Term Total Transfers	0	----	35	33.3%	24	3.2%	59	6.9%
Illinois Eastern - Frontier 52904								
Leavers Who Earned 12+ Hours	0		66		54		120	
Public In-State Schools Only Fall Transfers	0	----	25	37.9%	1	1.9%	26	21.7%
Public In-State Schools Only Long Term Total Transfers	0	----	27	40.9%	1	1.9%	28	23.3%

Illinois Community College Board

Table C-2
(Continued)

SPRING 1988 EXITING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE
INCLUDES TRANSFERS IMMEDIATELY IN THE FALL AND LONG TERM (FALL 1988 - SPRING 1992)

Community College	General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Illinois Valley 51301								
Leavers Who Earned 12+ Hours	29		466		411		906	
Public In-State Schools Only Fall Transfers	2	6.9%	166	35.6%	17	4.1%	185	20.4%
Public In-State Schools Only Long Term Total Transfers	3	10.3%	177	38.0%	24	5.8%	204	22.5%
Joliet 52501								
Leavers Who Earned 12+ Hours	58		1,389		869		2,316	
Public In-State Schools Only Fall Transfers	3	5.2%	246	17.7%	27	3.1%	276	11.9%
Public In-State Schools Only Long Term Total Transfers	3	5.2%	270	19.4%	38	4.4%	311	13.4%
Kankakee 52001								
Leavers Who Earned 12+ Hours	8		222		339		569	
Public In-State Schools Only Fall Transfers	1	12.5%	73	32.9%	20	5.9%	94	16.5%
Public In-State Schools Only Long Term Total Transfers	2	25.0%	74	33.3%	26	7.7%	102	17.9%
Kaskaskia 50101								
Leavers Who Earned 12+ Hours	4		292		385		681	
Public In-State Schools Only Fall Transfers	1	25.0%	109	37.3%	29	7.5%	139	20.4%
Public In-State Schools Only Long Term Total Transfers	1	25.0%	119	40.8%	35	9.1%	155	22.8%
Kishwaukee 52301								
Leavers Who Earned 12+ Hours	0		332		143		475	
Public In-State Schools Only Fall Transfers	0	----	182	54.8%	5	3.5%	187	39.4%
Public In-State Schools Only Long Term Total Transfers	0	----	197	59.3%	11	7.7%	208	43.8%

Illinois Community College Board

Table C-2
(Continued)

SPRING 1988 EXITING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE
INCLUDES TRANSFERS IMMEDIATELY IN THE FALL AND LONG TERM (FALL 1988 - SPRING 1992)

Community College	General Associate Number Percent	Baccalaureate/Transfer Number Percent	Occupational Number Percent	GRAND TOTAL Number Percent
Lake County 53201				
Leavers Who Earned 12+ Hours	0	1,201	1,144	2,345
Public In-State Schools Only Fall Transfers	0 ----	204 17.0%	27 2.4%	231 9.9%
Public In-State Schools Only Long Term Total Transfers	0 ----	217 18.1%	29 2.5%	246 10.5%
Lake Land 51701				
Leavers Who Earned 12+ Hours	2	509	708	1,219
Public In-State Schools Only Fall Transfers	0 ----	178 35.0%	18 2.5%	196 16.1%
Public In-State Schools Only Long Term Total Transfers	0 ----	194 38.1%	36 5.1%	230 18.9%
Lewis & Clark 53601				
Leavers Who Earned 12+ Hours	0	331	345	676
Public In-State Schools Only Fall Transfers	0 ----	106 32.0%	25 7.2%	131 19.4%
Public In-State Schools Only Long Term Total Transfers	0 ----	122 36.9%	34 9.9%	156 23.1%
Lincoln Land 52601				
Leavers Who Earned 12+ Hours	0	659	385	1,044
Public In-State Schools Only Fall Transfers	0 ----	288 43.7%	32 8.3%	320 30.7%
Public In-State Schools Only Long Term Total Transfers	0 ----	313 47.5%	43 11.2%	356 34.1%
Logan 53001				
Leavers Who Earned 12+ Hours	0	500	427	927
Public In-State Schools Only Fall Transfers	0 ----	196 39.2%	47 11.0%	243 26.2%
Public In-State Schools Only Long Term Total Transfers	0 ----	216 43.2%	62 14.5%	278 30.0%

Illinois Community College Board

Table C-2
(Continued)

SPRING 1988 EXITING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE
INCLUDES TRANSFERS IMMEDIATELY IN THE FALL AND LONG TERM (FALL 1988 - SPRING 1992)

Community College	General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
McHenry 52801								
Leavers Who Earned 12+ Hours	1		453		276		730	
Public In-State Schools Only Fall Transfers	1	100.0%	106	23.4%	1	0.4%	108	14.8%
Public In-State Schools Only Long Term Total Transfers	1	100.0%	110	24.3%	2	0.7%	113	15.5%
Moraine Valley 52401								
Leavers Who Earned 12+ Hours	0		1,211		1,649		2,860	
Public In-State Schools Only Fall Transfers	0	----	271	22.4%	196	11.9%	467	16.3%
Public In-State Schools Only Long Term Total Transfers	0	----	302	24.9%	238	14.4%	540	18.9%
Morton 52701								
Leavers Who Earned 12+ Hours	145		134		212		491	
Public In-State Schools Only Fall Transfers	28	19.3%	29	21.6%	7	3.3%	64	13.0%
Public In-State Schools Only Long Term Total Transfers	34	23.4%	30	22.4%	9	4.2%	73	14.9%
Oakton 53501								
Leavers Who Earned 12+ Hours	0		725		330		1,055	
Public In-State Schools Only Fall Transfers	0	----	215	29.7%	24	7.3%	239	22.7%
Public In-State Schools Only Long Term Total Transfers	0	----	235	32.4%	28	8.5%	263	24.9%
Parkland 50501								
Leavers Who Earned 12+ Hours	70		903		1,152		2,125	
Public In-State Schools Only Fall Transfers	12	17.1%	283	31.3%	50	4.3%	345	16.2%
Public In-State Schools Only Long Term Total Transfers	16	22.9%	322	35.7%	81	7.0%	419	19.7%

Illinois Community College Board

Table C-2
(Continued)

SPRING 1988 EXITING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE
INCLUDES TRANSFERS IMMEDIATELY IN THE FALL AND LONG TERM (FALL 1988 - SPRING 1992)

Community College	General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Prairie State 51501								
Leavers Who Earned 12+ Hours	0		603		618		1,221	
Public In-State Schools Only Fall Transfers	0	----	137	22.7%	31	5.0%	168	13.8%
Public In-State Schools Only Long Term Total Transfers	0	----	160	26.5%	47	7.6%	207	17.0%
Rend Lake 52101								
Leavers Who Earned 12+ Hours	0		256		353		609	
Public In-State Schools Only Fall Transfers	0	----	89	34.8%	20	5.7%	109	17.9%
Public In-State Schools Only Long Term Total Transfers	0	----	101	39.5%	23	6.5%	124	20.4%
Richland 53701								
Leavers Who Earned 12+ Hours	2		415		292		709	
Public In-State Schools Only Fall Transfers	0	----	85	20.5%	14	4.8%	99	14.0%
Public In-State Schools Only Long Term Total Transfers	0	----	96	23.1%	18	6.2%	114	16.1%
Rock Valley 51101								
Leavers Who Earned 12+ Hours	1		717		387		1,105	
Public In-State Schools Only Fall Transfers	0	----	227	31.7%	35	9.0%	262	23.7%
Public In-State Schools Only Long Term Total Transfers	0	----	249	34.7%	43	11.1%	292	26.4%
Sandburg 51801								
Leavers Who Earned 12+ Hours	7		245		284		536	
Public In-State Schools Only Fall Transfers	1	14.3%	73	29.8%	14	4.9%	88	16.4%
Public In-State Schools Only Long Term Total Transfers	1	14.3%	79	32.2%	16	5.6%	96	17.9%

Illinois Community College Board

Table C-2
(Continued)

SPRING 1988 EXITING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE
INCLUDES TRANSFERS IMMEDIATELY IN THE FALL AND LONG TERM (FALL 1988 - SPRING 1992)

Community College	General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Sauk Valley 50601								
Leavers Who Earned 12+ Hours	3		298		345		646	
Public In-State Schools Only Fall Transfers	0	0.0%	66	22.1%	9	2.6%	75	11.6%
Public In-State Schools Only Long Term Total Transfers	1	33.3%	78	26.2%	12	3.5%	91	14.1%
Shawnee 53101								
Leavers Who Earned 12+ Hours	2		182		366		550	
Public In-State Schools Only Fall Transfers	0	----	35	19.2%	21	5.7%	56	10.2%
Public In-State Schools Only Long Term Total Transfers	0	----	40	22.0%	25	6.8%	65	11.8%
South Suburban 51001								
Leavers Who Earned 12+ Hours	0		521		572		1,093	
Public In-State Schools Only Fall Transfers	0	----	100	19.2%	61	10.7%	161	14.7%
Public In-State Schools Only Long Term Total Transfers	0	----	127	24.4%	82	14.3%	209	19.1%
Southeastern 53301								
Leavers Who Earned 12+ Hours	0		214		466		680	
Public In-State Schools Only Fall Transfers	0	----	61	28.5%	15	3.2%	76	11.2%
Public In-State Schools Only Long Term Total Transfers	0	----	69	32.2%	20	4.3%	89	13.1%
Spoon River 53401								
Leavers Who Earned 12+ Hours	6		202		170		378	
Public In-State Schools Only Fall Transfers	1	16.7%	87	43.1%	5	2.9%	93	24.6%
Public In-State Schools Only Long Term Total Transfers	1	16.7%	93	46.0%	7	4.1%	101	26.7%

Illinois Community College Board

Table C-2
(Continued)

SPRING 1988 EXITING STUDENTS BY PROGRAM AND COMMUNITY COLLEGE
INCLUDES TRANSFERS IMMEDIATELY IN THE FALL AND LONG TERM (FALL 1988 - SPRING 1992)

Community College	General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
State Comm. Coll. 60101								
Leavers Who Earned 12+ Hours	0		0		0		0	
Public In-State Schools Only Fall Transfers	0	----	0	----	0	----	0	----
Public In-State Schools Only Long Term Total Transfers	0	----	0	----	0	----	0	----
Triton 50401								
Leavers Who Earned 12+ Hours	0		1,251		1,563		2,814	
Public In-State Schools Only Fall Transfers	0	----	209	16.7%	35	2.2%	244	8.7%
Public In-State Schools Only Long Term Total Transfers	0	----	260	20.8%	55	3.5%	315	11.2%
Waubensee 51601								
Leavers Who Earned 12+ Hours	25		609		574		1,208	
Public In-State Schools Only Fall Transfers	2	8.0%	142	23.3%	24	4.2%	168	13.9%
Public In-State Schools Only Long Term Total Transfers	2	8.0%	158	25.9%	29	5.1%	189	15.6%
Wood 53901								
Leavers Who Earned 12+ Hours	0		8		158		166	
Public In-State Schools Only Fall Transfers	0	----	0	----	2	1.3%	2	1.2%
Public In-State Schools Only Long Term Total Transfers	0	----	0	----	2	1.3%	2	1.2%
TOTAL								
Leavers Who Earned 12+ Hours	1,327		26,973		25,888		54,188	
Public In-State Schools Only Fall Transfers	117	8.8%	6,552	24.3%	1,405	5.4%	8,074	14.9%
Public In-State Schools Only Long Term Total Transfers	155	11.7%	7,404	27.4%	1,878	7.3%	9,437	17.4%

SOURCE OF DATA: Shared Enrollment and Graduation File

Illinois Community College Board

Table C-3

SPRING 1988 EXITING STUDENTS BY PROGRAM AND INTENT
 INCLUDES TRANSFERS IMMEDIATELY IN THE FALL AND LONG TERM (FALL 1986 - SPRING 1992)

Intent	General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
TRANSFER								
Leavers Who Earned 12+ Hours	177		11,974		2,243		14,394	
Public In-State Schools Only								
Fall Transfers	43	24.3%	4,071	34.0%	363	16.2%	4,477	31.1%
Public In-State Schools Only								
Long-Term Total Transfers	49	27.7%	4,446	37.1%	425	18.9%	4,920	34.2%
BASIC SKILLS								
Leavers Who Earned 12+ Hours	9		136		145		290	
Public In-State Schools Only								
Fall Transfers	0	---	25	18.4%	4	2.8%	29	10.0%
Public In-State Schools Only								
Long-Term Total Transfers	0	---	27	19.9%	4	2.8%	31	10.7%
PERSONAL INTEREST								
Leavers Who Earned 12+ Hours	62		1,047		1,024		2,133	
Public In-State Schools Only								
Fall Transfers	6	9.7%	176	16.8%	39	3.8%	221	10.4%
Public In-State Schools Only								
Long-Term Total Transfers	7	11.3%	201	19.2%	52	5.1%	260	12.2%
GED PREPARATION								
Leavers Who Earned 12+ Hours	2		90		122		214	
Public In-State Schools Only								
Fall Transfers	0	---	9	10.0%	5	4.1%	14	6.5%
Public In-State Schools Only								
Long-Term Total Transfers	0	---	11	12.2%	6	4.9%	17	7.9%
CAREER PREPARATION								
Leavers Who Earned 12+ Hours	609		8,391		15,184		24,184	
Public In-State Schools Only								
Fall Transfers	39	6.4%	1,540	18.4%	720	4.7%	2,299	9.5%
Public In-State Schools Only								
Long-Term Total Transfers	61	10.0%	1,817	21.7%	1,010	6.7%	2,888	11.9%
SKILLS IMPROVEMENT								
Leavers Who Earned 12+ Hours	56		739		1,964		2,759	
Public In-State Schools Only								
Fall Transfers	3	5.4%	66	8.9%	44	2.2%	113	4.1%
Public In-State Schools Only								
Long-Term Total Transfers	5	8.9%	82	11.1%	63	3.2%	150	5.4%
CAREER EXPLORATION								
Leavers Who Earned 12+ Hours	28		913		640		1,581	
Public In-State Schools Only								
Fall Transfers	4	14.3%	179	19.6%	44	6.9%	227	14.4%
Public In-State Schools Only								
Long-Term Total Transfers	4	14.3%	210	23.0%	55	8.6%	269	17.0%
OTHER/UNKNOWN								
Leavers Who Earned 12+ Hours	384		3,683		4,566		8,633	
Public In-State Schools Only								
Fall Transfers	22	5.7%	486	13.2%	186	4.1%	694	8.0%
Public In-State Schools Only								
Long-Term Total Transfers	29	7.6%	610	16.6%	263	5.8%	902	10.4%
TOTAL								
Leavers Who Earned 12+ Hours	1,327		26,973		25,888		54,188	
Public In-State Schools Only								
Fall Transfers	117	8.8%	6,552	24.3%	1,405	5.4%	8,074	14.9%
Public In-State Schools Only								
Long-Term Total Transfers	155	11.7%	7,404	27.4%	1,878	7.3%	9,437	17.4%

SOURCE OF DATA: Shared Enrollment and Graduation Files

Illinois Community College Board

Table C-4

SPRING 1988 EXITING STUDENTS BY PROGRAM AND RACE/ETHNICITY
INCLUDES TRANSFERS IMMEDIATELY IN THE FALL AND LONG TERM (FALL 1988 - SPRING 1992)

Race/Ethnicity	General Associate		Baccalaureate/Transfer		Occupational		GRAND TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ASIAN	164		1,673		1,314		3,151	
Leavers Who Earned 12+ Hours	85	51.8%	898	53.7%	629	47.9%	1,612	51.2%
Public In-State Schools Only								
Fall Transfers	5	5.9%	192	21.4%	48	7.6%	245	15.2%
Public In-State Schools Only								
Long-Term Total Transfers	8	9.4%	226	25.2%	65	10.3%	299	18.5%
AMERICAN INDIAN	15		202		260		477	
Leavers Who Earned 12+ Hours	6	40.0%	104	51.5%	121	46.5%	231	48.4%
Public In-State Schools Only								
Fall Transfers	0	0.0%	15	14.4%	7	5.8%	22	9.5%
Public In-State Schools Only								
Long-Term Total Transfers	1	16.7%	18	17.3%	9	7.4%	28	12.1%
AFRICAN AMERICAN	1,020		7,260		7,857		16,137	
Leavers Who Earned 12+ Hours	529	51.9%	3,723	51.3%	4,034	51.3%	8,286	51.3%
Public In-State Schools Only								
Fall Transfers	27	5.1%	393	10.6%	176	4.4%	596	7.2%
Public In-State Schools Only								
Long-Term Total Transfers	41	7.8%	541	14.5%	285	7.1%	867	10.5%
HISPANIC	218		1,788		1,906		3,912	
Leavers Who Earned 12+ Hours	97	44.5%	948	53.0%	933	49.0%	1,978	50.6%
Public In-State Schools Only								
Fall Transfers	4	4.1%	161	17.0%	47	5.0%	212	10.7%
Public In-State Schools Only								
Long-Term Total Transfers	5	5.2%	194	20.5%	70	7.5%	269	13.6%
WHITE	1,868		45,382		46,834		94,084	
Leavers Who Earned 12+ Hours	599	32.1%	21,093	46.5%	19,960	42.6%	41,652	44.3%
Public In-State Schools Only								
Fall Transfers	80	13.4%	5,756	27.3%	1,119	5.6%	6,955	16.7%
Public In-State Schools Only								
Long-Term Total Transfers	99	16.5%	6,387	30.3%	1,440	7.2%	7,926	19.0%
ALIEN	5		181		108		294	
Leavers Who Earned 12+ Hours	2	40.0%	113	62.4%	60	55.6%	175	59.5%
Public In-State Schools Only								
Fall Transfers	1	50.0%	35	31.0%	8	13.3%	44	25.1%
Public In-State Schools Only								
Long-Term Total Transfers	1	50.0%	37	32.7%	9	15.0%	47	26.9%
UNKNOWN	83		458		861		1,402	
Leavers Who Earned 12+ Hours	9	10.8%	94	20.5%	151	17.5%	254	18.1%
Public In-State Schools Only								
Fall Transfers	0	----	0	----	0	----	0	----
Public In-State Schools Only								
Long-Term Total Transfers	0	----	1	1.1%	0	----	1	0.4%
TOTAL	3,373		56,944		59,140		119,457	
Leavers Who Earned 12+ Hours	1,327	39.3%	26,973	47.4%	25,888	43.8%	54,188	45.4%
Public In-State Schools Only								
Fall Transfers	117	8.8%	6,552	24.3%	1,405	5.4%	8,074	14.9%
Public In-State Schools Only								
Long-Term Total Transfers	155	11.7%	7,404	27.4%	1,878	7.3%	9,437	17.4%

SOURCE OF DATA: Shared Enrollment and Graduation Files

Illinois Community College Board

Table C-5

SPRING 1988 EXITING STUDENTS BY RACE/ETHNICITY AND INTENT
INCLUDES TRANSFERS IMMEDIATELY IN THE FALL AND LONG TERM (FALL 1988 - SPRING 1992)

Intent	ASIAN		AMERICAN INDIAN		AFRICAN AMERICAN		HISPANIC	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
TRANSFER								
Leavers Who Earned 12+ Hours	293		35		738		302	
Public In-State Schools Only								
Fall Transfers	104	35.5%	10	28.6%	129	17.5%	90	29.8%
Public In-State Schools Only								
Long Term Total Transfers	114	38.9%	13	37.1%	153	20.7%	102	33.8%
BASIC SKILLS								
Leavers Who Earned 12+ Hours	14		0		32		8	
Public In-State Schools Only								
Fall Transfers	1	7.1%	0	---	1	3.1%	0	---
Public In-State Schools Only								
Long Term Total Transfers	1	7.1%	0	---	1	3.1%	0	---
PERSONAL INTEREST								
Leavers Who Earned 12+ Hours	34		11		112		35	
Public In-State Schools Only								
Fall Transfers	3	8.8%	1	9.1%	6	5.4%	3	8.6%
Public In-State Schools Only								
Long Term Total Transfers	3	8.8%	1	9.1%	10	8.9%	3	8.6%
GED PREPARATION								
Leavers Who Earned 12+ Hours	6		0		18		6	
Public In-State Schools Only								
Fall Transfers	1	16.7%	0	---	1	5.6%	1	16.7%
Public In-State Schools Only								
Long Term Total Transfers	1	16.7%	0	---	3	16.7%	1	16.7%
CAREER PREPARATION								
Leavers Who Earned 12+ Hours	915		110		4,396		1053	
Public In-State Schools Only								
Fall Transfers	105	11.5%	9	8.2%	304	6.9%	82	7.8%
Public In-State Schools Only								
Long Term Total Transfers	140	15.3%	11	10.0%	449	10.2%	114	10.8%
SKILLS IMPROVEMENT								
Leavers Who Earned 12+ Hours	33		13		162		50	
Public In-State Schools Only								
Fall Transfers	1	3.0%	0	---	5	3.1%	0	---
Public In-State Schools Only								
Long Term Total Transfers	2	6.1%	0	---	10	6.2%	1	2.0%
CAREER EXPLORATION								
Leavers Who Earned 12+ Hours	29		8		114		48	
Public In-State Schools Only								
Fall Transfers	7	24.1%	0	---	6	5.3%	6	12.5%
Public In-State Schools Only								
Long Term Total Transfers	8	27.6%	0	---	9	7.9%	8	16.7%
OTHER/UNKNOWN								
Leavers Who Earned 12+ Hours	288		54		2,714		476	
Public In-State Schools Only								
Fall Transfers	23	8.0%	2	3.7%	144	5.3%	30	6.3%
Public In-State Schools Only								
Long Term Total Transfers	30	10.4%	3	5.6%	232	8.5%	40	8.4%
TOTAL								
Leavers Who Earned 12+ Hours	1,612		231		8,286		1,978	
Public In-State Schools Only								
Fall Transfers	245	15.2%	22	9.5%	596	7.2%	212	10.7%
Public In-State Schools Only								
Long Term Total Transfers	299	18.5%	28	12.1%	867	10.5%	269	13.6%

SOURCE OF DATA: Shared Enrollment and Graduation Files

Illinois Community College Board

Table C-5

SPRING 1988 EXITING STUDENTS BY RACE/ETHNICITY AND INTENT
INCLUDES TRANSFERS IMMEDIATELY IN THE FALL AND LONG TERM (FALL 1988 - SPRING 1992)

Intent	WHITE		ALIEN		UNKNOWN		GRAND TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
TRANSFER								
Leavers Who Earned 12+ Hours	12,969		43		14		14,394	
Public In-State Schools Only								
Fall Transfers	4,130	31.8%	14	32.6%	0	---	4,477	31.1%
Public In-State Schools Only								
Long Term Total Transfers	4,523	34.9%	14	32.6%	1	7.1%	4,920	34.2%
BASIC SKILLS								
Leavers Who Earned 12+ Hours	235		1		0		290	
Public In-State Schools Only								
Fall Transfers	27	11.5%	0	---	0	---	29	10.0%
Public In-State Schools Only								
Long Term Total Transfers	29	12.3%	0	---	0	---	31	10.7%
PERSONAL INTEREST								
Leavers Who Earned 12+ Hours	1,931		7		3		2,133	
Public In-State Schools Only								
Fall Transfers	208	10.8%	0	---	0	---	221	10.4%
Public In-State Schools Only								
Long Term Total Transfers	243	12.6%	0	---	0	---	260	12.2%
GED PREPARATION								
Leavers Who Earned 12+ Hours	184		0		0		214	
Public In-State Schools Only								
Fall Transfers	11	6.0%	0	---	0	---	14	6.5%
Public In-State Schools Only								
Long Term Total Transfers	12	6.5%	0	---	0	---	17	7.9%
CAREER PREPARATION								
Leavers Who Earned 12+ Hours	17,572		78		60		24,184	
Public In-State Schools Only								
Fall Transfers	1,777	10.1%	22	28.2%	0	---	2,299	9.5%
Public In-State Schools Only								
Long Term Total Transfers	2,149	12.2%	25	32.1%	0	---	2,888	11.9%
SKILLS IMPROVEMENT								
Leavers Who Earned 12+ Hours	2,489		3		9		2,759	
Public In-State Schools Only								
Fall Transfers	107	4.3%	0	---	0	---	113	4.1%
Public In-State Schools Only								
Long Term Total Transfers	137	5.5%	0	---	0	---	150	5.4%
CAREER EXPLORATION								
Leavers Who Earned 12+ Hours	1,378		1		3		1,581	
Public In-State Schools Only								
Fall Transfers	208	15.1%	0	---	0	---	227	14.4%
Public In-State Schools Only								
Long Term Total Transfers	244	17.7%	0	---	0	---	269	17.0%
OTHER/UNKNOWN								
Leavers Who Earned 12+ Hours	4,894		42		165		8,633	
Public In-State Schools Only								
Fall Transfers	487	10.0%	8	19.0%	0	---	694	8.0%
Public In-State Schools Only								
Long Term Total Transfers	589	12.0%	8	19.0%	0	---	902	10.4%
TOTAL								
Leavers Who Earned 12+ Hours	41,652		175		254		54,188	
Public In-State Schools Only								
Fall Transfers	6,955	16.7%	44	25.1%	0	---	8,074	14.9%
Public In-State Schools Only								
Long Term Total Transfers	7,926	19.0%	47	26.9%	1	0.4%	9,437	17.4%

SOURCE OF DATA: Shared Enrollment and Graduation Files